DOCUMENT RESUME

ED 137 015 RC 009 793

AUTHOR	Pike, Bill, Ed.
TITLE	Health Careers Recruitment Program Handbook.
INSTITUTION	All Indian Pueblo Council, Albuquerque, N. Mex.; New Mexico/Colorado Intertribal Health Authority, Albuquerque.
PUB DATE	Sep 76
NOTE	76p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*American Indians; Career Opportunities; Colleges; *Financial Support; Guides; *Health Occupations; *Health Occupations Education; Higher Education; *Information Sources; Needs Assessment; Scholarships; Secondary Education
IDENTIFIERS	*Colorado; *New Mexico

ABSTRACT

Designed to encourage Native American students in Colorado and New Mexico to pursue health careers, this handbook presents the following information: (1) statistics documenting the need for American Indian health professionals; (2) current career opportunities in the health professions (descriptions of the many health fields and descriptions of professional practice and health service agencies, including such careers as environmental aide, school health, research, occupational therapist, etc.); (3) preparing for the health professions (secondary school preparation, college level training and preparation, admission into the health professions schools, special Indian programs, and financial planning); (4) where to obtain additional assistance (counseling and advice, additional sources of information, recommended reading list, and glossary). Among the more important specifics presented in this handbook are: lists of professions requiring and those not requiring a college degree; lists of new and emerging health professions; a selected list of four-year colleges and universities in the Southwest and Rocky Mountain states; a list of New Mexico technical-vocational schools; a list of organizations offering special Indian programs; a budget for first year students at U.S. medical schools (estimated minimum expenses for 1975-76); and information on grants, scholarships, etc. (JC)

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HEALTH CAREERS

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ALL INDIAN PUEBLO COUNCIL

RECRUITMENT PROGRAM

HANDBOOK

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RC009793

The All Indian Pueblo Council and the New Mexico/Colorado Intertribal Health Authority gratefully acknowledges the cooperation of the Association of American Indian Physicians (AAIP), Norman, Oklahoma. Portions of this handbook were taken from the AAIP *Health Career Handbook*; the U.S. Department of Labor Health Careers Guidebook, *Educational Assistance for Native Americans* published by the University of California, Berkeley, and the *Health Career Director* of the Health Manpower Council of Northeastern California.

Programs, addresses and requirements listed in this handbook are subject to change.

HEALTH CAREERS RECRUITMENT

PROGRAM HANDBOOK

First Edition

Jointly Published By

All Indian Pueblo Council, Inc.
Albuquerque, New Mexico

and

New Mexico/Colorado Intertribal Health Authority
Albuquerque, New Mexico

Artwork: Virgil Marchand
General Editor: Bill Pike
Coordinator: Del Calabaza

September, 1976

FOREWORD

A Special Message to Native American Students in New Mexico and Colorado

During the last few years, the All Indian Pueblo Council, has had the goal of assisting Indian students in entering careers in medicine, dentistry, nursing, mental health and many other allied health careers. Our Health Careers Recruitment Program, our Scholarship Program and this handbook are a few examples of the many efforts we are making to assist you in entering a career in the health field.

A big problem you may encounter is to decide what career to go into, but the main thing to remember is to start early. The first year of high school is not too early to start thinking about your likes, dislikes, school subjects in which you do well, hobbies and other special interests. Make a list, write down special activities and interests.

Discuss your thoughts with your school guidance counselor, the AIPC Health Careers Recruitment Program or anyone who has experience in the field you are interested in, such as your dentist, doctor, or teacher. Most people are happy to tell you about the good and bad points of their career.

Use your school and community libraries, or write to national organizations to find about the requirements in the way of training, experience, etc., in the field you are interested in.

Remember, even after you make a decision about your career you can always change your mind. So don't worry, the main thing is that now you have a direction which you can follow.

A career in health can be an awesome commitment, but it can also be a challenge and an exciting opportunity. Few Indian health professionals would trade it for another career. Indian students enrolled in colleges, universities, and technical training schools across the country will tell you about the importance of their education and of their commitment to the well-being of our people.

Many American Indian students have graduated from health career training programs and many more are enrolled today. When you graduate, your future will include an interesting, well-paying job, with an opportunity for advancement, and a chance to make decisions that effect the lives and health of your fellow people.

The All Indian Pueblo Council encourages you to choose a career in the health field. You are to be congratulated for considering a career in health. We hope this handbook can be of some assistance to you making decisions within that field. And whatever your decision, best of luck in the future!

Stanley Tenorio
Chairman
New Mexico/Colorado Intertribal
Health Authority

Delfin J. Lovato
Chairman
All Indian Pueblo Council

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PART I.
THE NEED FOR AMERICAN INDIANS AS HEALTH PROFESSIONALS

At the present time more than four million professionals serve the health needs of the entire United States population. Their work is an ancient calling to safeguard health and help people enjoy life. Their methods, however, are often modern. Indeed, within the past 10 to 15 years the concept of health care has changed; it is viewed as the right of every citizen, and recently enacted federal legislation has generated an unprecedented demand for medical services. Unfortunately, there aren't enough trained Indian health workers in New Mexico and Colorado — doctors, nurses, dentists, therapists and others — to fill this demand, adding thereby to the ever-increasing health manpower shortage.

This shortage has long been acute among the American Indian peoples, who number nearly one million persons nationally and over 40,000 in Albuquerque Area.

The need for competent, dedicated and educated people to provide professional health care is obvious. Nevertheless, the numbers of Indian personnel in the various professions and allied health professions is still too small.

The health status of Southwestern Indians is also a reason to consider health as a career. From the standpoint of health status, the Albuquerque Area Indian Health Service reports the Indian people of the Albuquerque Area are still many years behind the general population of the United States with a high incidence of influenza-pneumonia, gastroenteric diseases, skin diseases, and an accumulated backlog of conditions; such as, congenital malformations, orthopedic conditions and mental health problems. There are, as well, a large number of elective surgeries in New Mexico that have had to be held in abeyance because of insufficient funds, facilities, or trained personnel. In addition, many Indian patients require rehabilitative services that could be best performed by trained Indian health professionals.

The 1970 U.S. Census reported 750,572 American Indians in the nation and 190,118 over 16 years of age in the working force. In 1974, there were 72 American Indian physicians beginning first year enrollment in schools of medicine in the United States or only 0.5 percent of the total enrollment. The total enrollment of American Indians (all four years) in medical schools in the 1974-1975 school year was only 159 Indians out of a total of 53,554 students in the United States. American Indians account for only 0.3 percent of the total enrollment.

In the Southwest enrollment of American Indians in medical schools 1973-1974 academic year was also too low. The University of New Mexico reported 5 American Indians, the University of Colorado 7, the University of Arizona 3, the University of Oklahoma 7, Baylor University 1, and the University of Texas 2. A total of 6 American Indian students were enrolled in schools of osteopathy (0.3%) in the United States.

In 1973-1974 the total number of American Indians enrolled in schools of dentistry in the United States was 33 (0.2 percent). In the Southwest, there were 2 American Indians enrolled at the University of Texas and 4 at the University of Oklahoma.

In the 1971-1972 academic year, there were only 2 American Indian students enrolled in schools of optometry in the United States. The number of active Indian optometrists in the United States was only 13 in 1973. You can see the need.

Conclusions

Looking at these statistics and according to all standards there are not really enough licensed and educated Indian people as are required to raise the health levels of our population group. According to federal government statistics, as reported by the Association of American Indian Physicians, recent estimates of the following health professions are as follows:

Career Category or Area	National Total (Approximate)	Number of Amer. Indians (Approximate)	Number of Amer. Indians Needed (Based on 1 m. pop.)
Population base	210,000,000	850,000	
Medical Doctor (M.D.)	340,000	56	1,475
Doctor of Osteopathy (D.O.)	14,000	1	66
Doctor of Dental Surgery (D.D.S.)	120,000	8	540
Doctor of Veterinary Medicine (D.V.M.)	25,000	2	112
Doctor of Optometry (O.D.)	18,000	2	84
Doctor of Pharmaceutical Medicine (Pharm. D.)	125,000	30	562
Doctor of Podiatric Medicine (D.P.M.)	8,000	0	42
Nurses	750,000	400	3,000

The need for American Indians to become health professionals is enormous. The need becomes emphasized even more by the future needs of the Indian community. Nearly every undertaking in Indian life — education, housing, employment, transportation, art, or other — can be accomplished to a greater degree by a healthy people. For this reason alone the need for American Indians as health professionals is deserving of everyone's fullest concern.

The role of the Indian health professional within the community is expected to be equally emphatic. In the minds of the community, the physician, dentist, nurse, or technician will be much more than an individual administering the arts of his profession; he will be the key provider to the entire well-being of the community. As health professionals, American Indians will be looked to just as the medicinemen of old. You will be expected to demonstrate and provide the highest quality of life — spiritually, physically, emotionally, and according to the finest values of the community.

Can I Enter a Career in the Health Professions?

Yes! Without a doubt. In the last few years, Pueblo Indians have made tremendous strides in gaining access to training to the various health fields. Some of your classmates may already be thinking about a future in medicine, chemistry, nursing, pharmacy, physical therapy, or mental health. You can too. During the 1974-1975 school year, there were many Pueblo Indians enrolled in health and allied health careers in colleges and universities. For example . . .

—13 Pueblo Indians enrolled in universities listed their major as medicine
—35 Pueblo Indians were majoring in nursing
—24 Pueblo Indians were taking Psychology as a major
—11 Pueblo Indians were Biology majors
—3 Pueblo Indians were taking Dietetics courses
—2 Pueblo Indians were planning to enter careers in veterinary science.
—3 Pueblo Indians had Dentistry planned for a career
—8 Pueblo Indians were majoring in "Pre-Med" in college
—2 Pueblo Indians were in Veterinary science, 2 in Physical Therapy, 1 in Pharmacy, and 1 in X-Ray Technology

PART II.
CAREER OPPORTUNITIES IN THE HEALTH PROFESSIONS

The business of health is everybody's business and the career of a health professional touches nearly every aspect of our daily lives. As a field of service, the health professions are among the oldest and most diversified known to man. The opportunities for a successful career are vast, and unlimited. Whether in patient care, disease prevention, public education, epidemic control, research or administration, there is a great need for talented and dedicated men and women. Some may enjoy the mysteries of science and myth. Others have the gift of understanding. Some like to do things with their hands, while others like to instruct and teach. For American Indians, especially, there are many opportunities in the health fields.

SECTION A. THE HEALTH FIELDS

The health professions include many fields of service and specialty—far too many to describe in this small handbook. Yet they all basically relate to one another and serve to support the highest possible standard of health within the community. Some require skills seldom used by others, while others concentrate on specific aspects of their chosen field. Training requirements after high school, vary widely from as little as 81 hours for an Emergency Medical Technician (Ambulance Attendant) to as much as 8 years or more for a doctor.

Medicine

Opportunities continue to abound in this ancient calling. Whether in private practice, research, administration, public health, teaching or military service, the career as a doctor of medicine is extremely fulfilling. The career is demanding, as the services of the physician are always necessary. With modern facilities and highly trained skills the physician performs his practice of medicine, as the professional concerned with both preventive and restorative medicine.

The profession requires of its members many skills, including intelligence, ability to make independent judgments, a willingness to accept personal responsibility, and the capacity to make decisions. The profession also requires considerable physical and emotional strength. Those who select this profession should be very good students. Indeed, study continues throughout the life of one's career, for to be a good physician is to be a good student, adding constantly to one's knowledge and professional capability. Physicians must be especially well trained in the sciences and they must also be in good health. Not only the study of the profession, but the practice of medicine demands one's constant attention.

Doctors most often deal with pleasant circumstances. Yet, the physician's work may occasionally require him to work in difficult situations. However, a good doctor must be able to deal effectively with all situations. For those with special talents, the career of medicine is extremely rewarding.

Many also find special rewards through concentration in a field of special interest. These 34 recognized specialty areas include:

Anesthesiology	Pediatrics
Colon and Rectal Surgery	Physical Medicine and Rehabilitation
Dermatology	Plastic Surgery
Family Practice	Preventive Medicine
Internal Medicine	Psychiatry and Neurology
Neurological Surgery	Radiology
Obstetrics and Gynecology	Surgery
Ophthalmology	Thoracic Surgery
Orthopedic Surgery	Urology
Otlaryngology	
Pathology	

There are, in addition, many other health careers which play an equally important role.

OTHER HEALTH CAREERS

Dietitian

The dietitian is educated to provide nutrition care to individuals and groups and to apply the principles of management to planning and directing food service programs. There are four major areas of specialization in dietetics. These are food administration, nutrition care, education, and research.

Nutritionist

The nutritionist is an educator concerned with teaching people about normal nutrition and with helping special groups of people develop meal patterns related to their particular needs. Often these are groups with special problems—the aged, families living on a limited income, or young mothers with their first babies.

Physician Assistant

The term physician assistant is used in reference to such new health professionals as physician assistant, child health associate, Medex, physician associate, family nurse practitioner, and others.

The American Medical Association officially defines a physician assistant as "a skilled person qualified by academic experience and practical on-the-job training to provide patient service under the supervision and direction of a licensed physician who is responsible for the performance of that assistant."

The physician assistant is trained to effectively assist primary care physicians in their medical activities. Under the supervision of a licensed physician, the physician assistant is expected to improve the physician's services by performing medical or surgical tasks. Such procedures would include patient histories, physical examinations, diagnostic and therapeutic procedures, follow-up care, and patient teaching and counseling.

The potential job market for the graduate physician assistant is a bright one. Graduate and student PAs who are members of the American Academy of Physicians' Assistants (the professional organization representing graduates and current students of recognized PA programs) may take advantage of the National Employment Listing Service it offers.

As a professional member of the health care team, the newly graduated physician assistant may expect to earn an economically attractive salary of $12-14,000 per year.

Biomedical Engineer

The biomedical engineer applies theory from the physical sciences (chemistry, physics, geology) and technology from science and industry to the solution of problems in medicine and the life sciences (physiology, biochemistry, biophysics, cytology, neurophysiology).

All aspects of engineering are finding application in human biology and medicine. Many of the current efforts fall within the following areas:

- The development of new instruments for use in medical and surgical care or in research.
- The invention and perfecting of devices to repair or compensate for parts of the human body that do not function properly or that have suffered damage as a result of disease or accident.
- The adaptation of computer technology to serve a wide range of specialized requirements in the health services and in health research.
- The application of engineering theory and methods in medical and biological research—in studies, for example, of the structure of the living organism and the mechanisms through which the human body maintains itself in good running order.

Optometrist

An optometrist, doctor of optometry (O.D.), is educated and trained to examine eyes to detect vision problems. He may prescribe eyeglasses or contact lenses, as needed, or he may recommend other optical treatment to preserve or to improve eyesight. If evidence of eye disease or injury is observed, he refers the patient to an ophthalmologist for diagnosis or treatment.

Speech Pathologist and Audiologist

The goal of speech pathologists and audiologists is to help children and adults with speech problems to communicate as nearly normally as possible.

Following are some of the types of problems with which the speech pathologist and audiologist work: lisping, cleft palate, impaired hearing, talking difficulties resulting from cerebral palsy, talking difficulties resulting from emotional or physical disturbance or retardation.

In speech disabilities which have a physical cause, the clinician may need to work with physicians and dentists. When the disorder is emotional in origin,

he may need to cooperate with a psychiatrict or a psychologist. A vocational counselor may be brought in if the speech problem is a handicap to employment. Other professional people with whom the speech pathologist and audiologist work are the public health nurse, the social worker, and the school teacher.

Dentistry

The dental professions likewise offer unlimited opportunities. The dentist and his staff are primarily concerned about the oral health condition of the public and assist individuals in preserving their teeth. The dentist is trained in the diagnosis and treatment of the oral cavity and associated parts. He is also trained in the restoration of defective or missing teeth and tissue, and very actively emphasizes prevention of dental problems.

Dentist

The modern dentist must be able to work with other people. He will often receive the assistance of a dental hygienist, a dental assistant and the dental laboratory technician. Virtually no American Indians work in these fields yet.

As with medicine, the opportunities extend from private practice (most often selected) to research, teaching, public health education and/or administration. The training, aptitudes and skills required of this profession are similar to those of medicine, except, the dental profession necessarily requires exacting coordination of the eyes and hands.

The eight recognized specialties in dentistry are:

- Endodontics (root treatment).
- Oral Pathology (diseases of the mouth).
- Oral surgery (surgery of the mouth).
- Orthodontics (teeth straightening).
- Pedodontics (children's dentistry).
- Periodontics (treatment of the tissues or gums supporting the teeth and the underlying bone).
- Prosthodontics (making of artificial teeth or dentures).
- Public health dentistry (preventing and controlling dental diseases and promoting dental health through community efforts).

Whether the dentist selects private practice, an institutional position or public health service, he will find the investment in dentistry a good one.

Dental Hygienist

The dental hygienist provides dental services, dental health education, and nutritional counseling to patients. This is the only dental auxiliary occupation requiring a license.

Primarily, the hygienist provides oral hygiene services: cleaning and polishing teeth, providing diagnostic aids for the dentist, instructing in dental health education, and applying topical agents such as fluorides to the teeth.

The hygienist works under the supervision of a licensed dentist.

The majority of dental hygienists are employed in dental office practice; others are employed in public schools, State and local health clinics, hospitals, industry, and voluntary health agencies. The dentist in general practice or specialty practice depends on the hygienist to provide dental services and dental health education.

Dental Assistant

Today's busy dentist often needs one or more dental assistants. It is the assistant's job to greet patients, make them comfortable, and prepare them for examination, treatment, or surgery. She/he also sees to it that instruments are sterilized and ready for use, and assists the dentist while the patient is in the dental chair. In some offices, the assistant prepares solutions, mixes fillings and cements, and assists the dentist in taking and processing X-ray films. She/he also answers the telephone, makes appointments, orders supplies, handles business transactions, keeps patients records, sends out monthly statements, and maintains tax records.

Dental Laboratory Technician

It is the responsibility of the dental laboratory technician to make and repair such dental restorations as dentures, crowns, bridges, and inlays, under the direction, or according to the prescription, of a licensed dentist. This work requires the most painstaking craftsmanship.

The dental laboratory technician has become a specialist in his own right. His skill in the use of many instruments and techniques, together with his help in designing and developing new equipment and methods, enables him to complement the skills of the dentist in the same manner as the work of the pharmacist complements that of the physician, or the work of the optician that of the eye specialist.

Pharmacy

The pharmacist is a key member of the health services team. The skills of the pharmacist require his knowledge and understanding of the chemical composition and properties of all drugs, and how to prepare medicine. The field is rapidly expanding with great opportunity; as many as 75 percent of today's drugs were unknown only 10 years ago.

The area of pharmacy that an individual will choose depends upon his own personal goals, abilities, knowledge and personality. If he enjoys working with the public on a day-to-day basis, then retail pharmacy may be his choice; most pharmacy graduates practice in retail pharmacy and work in drug stores or supermarkets. In addition to meeting the public prescription needs and medical needs, the pharmacist's duties may extend beyond the pharmacy into government, drug abuse programs, and many other areas. With his frequent and close contact with the public, the pharmacist is often the first health professional to come in contact with a person seeking medical help. His concern with the research, development, control and distribution of drugs makes him a vital member of his community.

Unlike his retail counterpart, the hospital pharmacist is mainly

Veterinary Medicine

Veterinary medicine is an autonomous profession, with over 30,000 doctors of veterinary medicine in North America, having its own system of education, licensure, and organization. As the profession has advanced scientifically and its members have become more numerous, the affairs of veterinary medicine have become increasingly complex. Not only are veterinarians actively engaged in primary health care delivery (diagnosis, treatment, and control of diseases among animals), but they are also key members in the nation's medical, public health, research and military teams.

Demands for veterinary medical services continue to rise. A recent report estimates that North America will need 44,000 veterinarians, or almost half-again today's number, by 1980. Yet there are only two Native American veterinarians.

Veterinary medical schools require a minimum of either two or three years of pre-veterinary college work. Students must then complete four years of professional study at an accredited college of veterinary medicine. Graduates receive a doctor of veterinary medicine (D.V.M.) or veterinary medical doctor (V.M.D.) degree, and must then pass a rigid licensing examination before they can practice in any specific state.

The curriculum at a veterinary medical school is in many respects similar to that offered in medical schools. In fact, in some of the basic courses such as bacteriology, immunology, histology, and others the material is virtually identical in all fields of medicine. Only in the advanced courses do medical concepts and applications begin to be more specifically confined to the various species of domestic animals.

The veterinary medical profession provides certain unique services and knowledge that are indispensable to America and not duplicated by any other health profession. Some examples are: animal models of disease (comparative medicine), environmental health, food animal production, public health, animal research, and companion animal care.

Because the veterinarian is the backbone of our livestock industry, he is one of the most needed health professionals of the Indian people today.

Osteopathy

The educational principles and professional practice of osteopathic medicine are based on a system of therapy developed by its founders toward the end of the 19th century. This system stresses the importance of body mechanics to the health of the person and emphasizes the use of manipulation to detect and correct faulty body structure. In dealing with illness and injury, osteopathic medicine makes major use of manipulative therapy, combining it with the use of drugs, operative surgery, physical therapy, and other methods, depending on the individual diagnosis.

There are seven colleges of osteopathic medicine accredited by the American Osteopathic Association. Their graduates receive the degree of doctor of osteopathy (D.O.). Minimum entrance requirements for all seven colleges are three years of pre-professional college work in an accredited

college or university. Though specific entrance requirements vary among the colleges of osteopathic medicine, in general they require that the undergraduate college (pre-professional) training should include chemistry, biology, physics, and English. The colleges urge prospective students to begin these subjects while they are still in high school.

Most members of the osteopathic medical profession are in private practice. The potential advantages of working independently and of increasing one's income with years and experience should be weighed against disadvantages such as long and unpredictable hours.

Podiatry

The podiatrist is a professionally trained footcare practitioner whose services supplement the medical care provided by the physician. Within his own field, the podiatrist is an active member of the health team. Since three out of four people have foot troubles, a very important need in health services is being filled by podiatry.

The podiatrist diagnoses and treats diseases and deformities of the feet, or tries to prevent their occurrence. The problems he deals with range from a simple corn to foot difficulties requiring special shoes or foot appliances. He consults with other medical specialists concerning further medical treatment.

Podiatrists must be alert to a patient's general health, too. Sometimes a disease like diabetes or hardening of the arteries will produce symptoms in the feet or legs. If the patient is not already under the care of a physician, the podiatrist will urge him to get medical treatment promptly. In turn, people with diseases that affect the feet may be sent by their physicians to a podiatrist for auxiliary care.

PUBLIC HEALTH PROFESSIONS

The numerous public health professions are specialty careers developed to emphasize particular needs of the public at large, or its distinctive groups, such as Indian tribes. In nearly all instances, the public health professionals work with representatives of the other health fields serving the important public health needs. While the professionals do not directly deal in patient or individual health care, they are concerned about common and genuine matters inherent in the health condition of the public.

The public health professions commonly include hospital administration, health education, environmental health, sanitation, epidemiology, and public health administration.

The public health administrator is the administrator of organizations engaged in the delivery of health care services on a local, state, or reservation basis. His responsibilities include the direction of program planning and development, fiscal management, personnel, and other executive functions. Many other members of the public health professions serve at his direction.

Hospital Administrator

The hospital administrator is another public health official; he is the chief

executive responsible for the orderly function and operation of the entire hospital and its programs. He establishes procedure and provides the supportive services necessary to the professionals and patients using the hospital. The hospital administrator must be capable of executive leadership and well equipped with organizational skills. Those American Indians considering a health career and who have considerable skills at organization, but who do not prefer the field of medicine, would perhaps find this field most appropriate to their skills.

Health Educator

It is the function of the health educator to give people the facts about health and disease so they will act for their own well-being and that of their families.

The health educator tells people about the dangers of smoking so they will be persuaded to quit, the importance of regular health checkups so they will get them, the hazards of overweight so they will eat sensibly, and the importance of polio "shots" so they will get them.

The health educator may talk directly to the patient he hopes to influence. He also may work through a wide variety of intermediaries in the community — teachers, club leaders, health officers, public health nurses, trade-union program directors, Scout leaders, community group leaders, and others. Through these intermediaries he reaches a much larger audience than he would by himself. There is, however, another reason for working through them. These are "opinion molders"; they have a personal relationship with those being educated and are therefore likely to have a greater influence with them.

Sanitarian

The sanitarian's basic duty is interpretation and enforcement of tribal, city, State, Federal, or other laws regarding sanitary standards, in food, water supply, garbage disposal, sewage disposal, housing maintenance, and so on.

The sanitarian plays an important role in obtaining community action for better health through environmental health control. He is in a position, for example, to promote and help to secure such improvements as water supply extension, improved sewage disposal, safer recreational areas, and more hygienic conditions in nursing and convalescent homes. In addition, he must be alert to the host of new sanitary problems created as the population increases in his community. With his technical training and experience, the sanitarian is equipped to recognize and anticipate sanitation hazards. It is part of his responsibility to call these problems, and his recommendations, to the attention of government bodies, tribal leaders, civic groups, and the general public.

In many ways, the close relationship between the American Indian peoples and their environment would make these professional areas natural careers for some individuals. Understandably, many American Indians have found satisfying health careers in these professions.

responsible for meeting the drug needs of the patient during his stay in the hospital. Here the pharmacist has a wide range of responsibility, in-service teaching and drug consultation with other health professionals. The hospital pharmacist has the opportunity of working with the doctors on a more personal level, and provides a very important contribution to the hospital health team. Other areas that may be of interest are public health pharmacy, pharmaceutical research, manufacturing and marketing.

In many ways, the career of a pharmacist builds upon certain aspects of traditional Indian healing practices and the use of certain herbs. Those interested in these practices might find a career in pharmacy extremely exciting.

Nursing

Nursing is by far the health career selected by the largest number of people. The opportunities available to American Indians in this career are both considerable and varied, whether as an aide, an orderly, a Licensed Practical Nurse, a Registered Nurse or a specialist in an auxiliary area of advanced nursing.

In the hospital, the professional nurse will have overall responsibility for the patient's nursing needs as prescribed by the physician. This care may include the changing of linen, feeding, bathing, giving medication, and other direct patient-care activities. Other nurses may have responsibilities of supervision and in-service teaching. In private practice, nurses may also assist in the clinic or the physician's office with the preparation of patients for diagnosis, performing miscellaneous bookkeeping or business skills, and assisting the physician administer medications or dress wounds.

Other nursing fields include public health or field health nursing. Field health nurses go into the home, the school, and industry. Some industries and schools employe their own nursing staff to provide first aid treatment, conduct screening programs, and provide health education services.

The field of nursing also has its clinical specialties. For example:

Family Nurse Practitioners provide "primary care" similar to that provided by a family doctor.
Pediatric nurses specialize in caring for children.
Obstetric nurses care for mothers and new babies.
Psychiatric and mental health nurses care for mentally ill.
Rehabilitation nurses care for patients with chronic and disabling conditions.
Medical-surgical nurses care for patients before, during and after surgery, and in most types of illness.

Depending upon the nursing skills desired, the educational requirements beyond high school may range from one to six years. The R.N. programs normally require three or four years and the Baccalaureate program is strongly recommended. Some clinical specialists require considerable specialty training beyond the R.N. degree, in addition to some experience. Working conditions in nursing vary, but the career does not lend itself to standard business hours. Nusing must continue around the clock, and one's personal responsibilities will require careful arrangement to accommodate this important, although unusual, schedule.

Indeed, the public health careers, collectively, have witnessed a considerable American Indian enrollment during recent years. Considerable opportunity prevails and the need is unlimited. For those individuals anxious to work more with groups of people, this may be the appropriate health career. Some of the public health careers can be initiated with a college education. The master's of public health (M.P.H.) degree, however, is strongly recommended and often required. The training is so important in these fields that one often finds doctors of medicine, dentistry and veterinary medicine returning to school to obtain the M.P.H.

SECTION B. PROFESSIONAL PRACTICE & HEALTH SERVICE AGENCIES

Whatever health field an individual selects for his professional career, as an American Indian he will experience considerable opportunity to practice his profession in a variety of distinct but alternate ways, through a variety of agencies, and in a host of different locations. To assist each individual develop most completely his own appropriate health career plans, it is important that these alternatives be described.

Private Practice

Many health professionals offer their specialty to the public through private practice. The doctor, for example, often has a private practice and serves most of his patients at that office or at a private clinic, which may be affiliated with a nearby hospital. In many instances, hospitals in this country are privately administered as well. This form of practice in some ways allows for the professional to provide his services in a manner most appropriate with his personality and style. Private practice necessarily involves the features of any business such as finance, purchasing, record keeping, etc.

Usually, the doctors are not salaried and frequently earn as much or as little as the practice in their office can produce. While the private practice of medicine, dentistry, and veterinary medicine is very common, this form of service has been generally absent from the reservation communities. American Indians considering a health career may wish to consider this mechanism for the practice of their profession.

Public Practice

This practice is well-known to much of Indian America, since the Public Health Service and the Indian Health Service operate in this manner. In these programs professionals are usually salaried, and their services are provided through a predetermined program. County programs, veteran's hospitals, and state institutions are examples of this service. Although many people are not acquainted with public practice, a large number of health professionals work in this manner, and public agencies have numerous programs in the public health professions. Compared to private practice, public practice is perhaps more common to the members of the American Indian community.

Community Health Departments

As the official health agency for a particular city or county, the local health department is charged with protecting the community health through such measures as safeguarding the purity of food and water supply; promoting and providing innoculations for various diseases; controlling mosquitoes, vermin, rats, and other disease-carrying animals; controlling communicable diseases; controlling possible contamination or disease from sewage or air pollution; educating the public on disease control and health maintenance; providing maternal and child welfare clinics; providing some services for mental health and mental retardation.

In addition, the local health department acts as a connecting link, relating local public health activities to those of the State health department, and through the State, to the U.S. Public Health Service. Because its responsibility covers the entire community, the health department also serves as a center for health information and health education. It is the local outpost in a nationwide fact-gathering system through which health statistics are compiled. The department also has the responsibility for keeping the local population informed about new health developments and encouraging them to use new services.

Behind these services are a number of supportive services. One is the public health laboratory. Its activities include, for example, testing for the sources of communicable disease, traces of radiation, and causes of pollution in air, water or food. In the larger health departments, the laboratories are also engaged in research.

In the local health department, many opportunities are open to physicians, dentists, nurses, veterinarians, sanitary engineers, statisticians, educators, nutritionists, and environmental aides.

Environmental Aide

The environmental aide assists professional personnel and technicians in carrying out prevention, control, and service programs. He performs routine tasks under supervision. The aide is usually a high school graduate and receives on-the-job training in various environmental protection activities. An estimated 101,000 aides were employed in 1970 in public water supply and waste water collection and treatment, industrial waste disposal, solid waste collection and disposal, community sanitation and rodent control activities, industrial safety, air pollution control, and recreational management.

School Health

School health covers a wide area. It is concerned with maintaining a safe and healthful school environment — in the classroom, laboratory, library, lunchroom, gymnasium, school grounds, and athletic field. It is concerned with preventing accidents and meeting health emergencies.

It takes responsibility for a variety of preventive and protective services

— from checking on requirements about immunization against certain communicable diseases to the administering of sight and hearing tests. It is constantly on the alert, through the teachers and the school nurse, for the first sign that an individual student may be getting sick. It also is responsible for health education.

Of the school health specialists, school nurses are the most familiar, but others would include school physicians, dietitians and nutritionists, school dentists and dental hygienists, psychologists, social workers, mental health specialists, and those who provide services for exceptional children. In the community at large, school health also has close cooperative relationships with all other health agencies as well as with parents' organizations and other community groups.

Frequently, the sponsor of school health programs is the school itself, whether public or private. Further information about these opportunities could be obtained from the school itself. This entire area is extremely underdeveloped throughout the American Indian community and will undoubtedly experience considerable growth in the near future.

Research

Many different organizations are involved in health research. Universities, especially those with strong programs in the health professions, are major health research centers. Such programs can draw upon all the university resources in the physical, biological, and social sciences as well as in medical and health practice. University teaching hospitals and other large hospitals are also involved. On public health problems, State health departments and some local health departments carry on a wide range of projects.

The major Federal agency for health research is the Public Health Service, operating mainly through the National Institutes of Health. In 1971 the United States spent $3 billion for medical research, of which two-thirds came from the Federal Government.

Rehabilitation

The purpose of rehabilitation is to help people disabled by illness or accident to make a place for themselves as useful workers, family members, and citizens. Accomplishing this requires a wide assortment of services. Medical care is needed to overcome or to compensate for the disability; training to prepare the individual for a suitable occupation, and guidance to help him get established in a job and keep it.

Providing the right combination of services is often a complicated task. The problems involved in rehabilitation have to do with every kind of disability — crippling diseases and accidents, disabling chronic conditions, like tuberculosis or heart disease, loss or limitation of sight, speech, and hearing, or mental illness.

Members of the rehabilitation team include the physician, vocational

rehabilitation counselors, occupational therapists, nurses, physical therapists, orthotists and prosthetists, psychologists, social workers, speech pathologists, and audiologists. Also, consultation to disabled homemakers or specialized therapy is offered by corrective therapists, educational therapists, manual arts therapists, music therapists, and recreational therapists. These highly skilled members of the health service team assist in the treatment of numerous disorders through such therapeutic techniques as exercise, massage, application of heat, light and water or use of mechanical and scientific devices.

Occupational Therapist

When the patient is referred by the physician, the therapist makes an evaluation to determine the current level of functioning and to learn more about the patient as a person — his likes and dislikes, hopes and fears, experiences and expectations. After making the evaluation, the therapist can decide which activity would appeal to the patient and have most value for him. The extent and speed of progress is very much dependent on the therapist's professional judgment.

Incapacitated people often resist help because of resentment about their disability and for other psychological reasons. This calls for insight and understanding.

Many factors enter into the decision as to the type of therapy used: the nature of the patient's disability, the patient's physical and emotional condition, temperament, short-term and long-term goals of the therapy, and so forth.

The kinds of challenges presented are illustrated by the following examples:

Would learning to type help develop hand coordination for the injured airplane mechanic? Once the therapist has gained his interest, he responds eagerly, and the use of a practical skill helps him improve and return to work earlier.

Would weaving be the most beneficial activity for the woman with arthritic fingers? If this would help her to achieve a sense of progress in the doing, and at the same time benefit her therapeutically, the answer would be "yes."

Orthotist and Prosthetist

The prosthetist and orthotist work closely with the physician, surgeon, and therapist to provide total rehabilitation services for the disabled. The prosthetist makes and fits artificial limbs, while the orthotist makes and fits orthopedic braces to support weakened body parts or to correct physical defects, such as spinal malformations. Both work from the physician's prescription, to make devices giving the patient maximum comfort and function. Their work begins after consultation with the patient and with careful and accurate measurements. With this information, they design a device that will meet the individual needs of the patient, constructing it from various materials such as plastic, leather, wood, steel, and aluminum.

Physical Therapist

The physical therapist is a professionally trained member of the health team, including physicians, nurses, and other specialists. His job is to help patients overcome their disability through therapeutic exercise, massage, and the use of heat and cold. To carry out his tasks, he must have detailed knowledge of human anatomy and physiology and know what steps may be taken to correct disease and injury.

Physical Therapist Assistant

The physical therapist assistant is a skilled technical health worker who assists the physical therapist in patient treatment programs and in other activities necessary to the operation of a physical therapy service. He must graduate from a 2-year college with an associate degree in physical therapy.

At the moment, eight States have amended their physical therapy practice acts to include physical therapist assistants.

Medical Social Worker

In working closely with physicians, therapists, nurses and other specialists, medical and psychiatric social workers concentrate their efforts at solving all types of personal or family problems associated with illness, thus paving the way for early recovery and maximum rehabilitation. Gathering and interpreting pertinent information about the individual patient's social situation and his pattern of adjustment is the job of the medical social worker. This information guides the physician in his understanding and treatment of the illness.

The medical social worker is skilled in helping a patient and his family handle personal problems that result from severe or long illness or disability. The problem is usually social, emotional, or financial — or all three. But, whatever its nature, it can be severe enough to retard recovery and prolong convalescence. The patient who makes the best response to medical treatment is usually the one who is easiest in his mind. Thus the services of the medical social worker are an integral part of the patient's total treatment.

"I'll lose my job now that this bad heart means I can't carry heavy loads anymore," says one patient. The medical social worker can help him select a job which is satisfactory to him and which the physician agrees will not be overtaxing.

"I can't sleep for worrying about where the children can live," says a hospitalized mother. Again this is a problem for the medical social worker who knows the family circumstances.

Clinical Psychologist

This is the name used to identify the psychologist who works in the hospital, clinic, or similar medical setting. He assists in the diagnosis and

treatment of individuals with mental and emotional problems and illnesses. He designs and conducts research either alone or in conjunction with physicians or other social scientists. Though the emphasis may differ a good deal from one position to another, all clinical psychologists have this in common — they apply their scientific knowledge of human behavior to the care and treatment of the handicapped and the disturbed. Their purpose is to help the individual who is maladjusted or a misfit to learn new and better habits of behavior, so that he can find a more satisfactory way of living.

Mental Health

Psychiatry, psychiatric nursing, psychiatric social work, and psychology are the mental health professional fields which deal with personality problems and behavioral disorders, especially those involving the emotions. Occupational therapists and psychiatric aides round out the team for treatment, care, and research to find out what promotes mental health or causes mental illness.

Generally speaking, most mental health services are provided under the auspices of some established program, often by various private and public health service agencies, although there are some examples of private programs.

Psychiatric Social Worker

The psychiatric social worker helps people who are mentally or emotionally disturbed. He/she works as a member of the mental health team along with the psychiatrist, the psychiatric nurse, and the psychologist.

When the patient enters the mental hospital or mental health clinic, the psychiatrist needs to know all about him — his family background the relationships, his early life, his education, work experience, and social interests. She/he also needs information on the patient's immediate symptoms and the events leading to his breakdown. This is where the psychiatric social worker comes in. Frequently, he/she is the first staff member, except for the receptionist, to see the patient.

Hospitals

Many health professionals work in hospitals. Some hospitals, like the small rural community hospitals, are nonfederal, short-term, general hospitals, of which there are nearly 6,000 throughout the United States at the present time. On the other hand, some hospitals have become complex medical centers, very strategic in the delivery of quality care to a large community. Larger hospitals today are very sophisticated and highly departmentalized institutions, whose concern is not only with the primary task of providing medical care to individuals, but also with a concern for the training and education of health professionals, the development of medical research projects, and providing

leadership throughout the community in areas of the various public health interests. Because hospitals play a very major role in the provision of health care, they are one of the nation's largest employers.

Some hospitals or health care treatment facilities are designed for the special needs of patients and treat only patients of those particular conditions such as TB or mental illness. Others are organized to accept patients only of certain ages, such as children's hospitals. Nevertheless, the hospital is only one of numerous institutions, organizations and agencies which sponsor opportunities for the practice of various health professions.

HOSPITAL CAREERS

Diagnostic X-Ray Technologist

The diagnostic X-ray technologist operates X-ray equipment to make radiographs (on X-ray film) of various parts of the body. These are used by the physician in determining the extent of the patient's illness or injury.

Nuclear Medicine Technologist

The nuclear medicine technologist operates radioscopic equipment, such as scintillation detectors and scanners, to produce scanograms and measure concentrations of radioactive isotopes in specified body areas and body products. Radioactive isotopes are administered to the patient by the physician and show up on the scanograms, enabling the physician to make diagnosis and determine treatment.

Radiation Therapy Technologist

The radiation therapy technologist operates X-ray therapy machines and may prepare, administer, and measure radioactive isotopes as specified by the radiologist.

Inhalation Therapist

The inhalation therapist sets up and operates various types of therapeutic gas and mist inhalation equipment, such as respirators, tents, masks, catheters, cannulas, and incubators. He administers through these devices prescribed doses of medicinal gases and aerosolized drugs to hospitalized patients.

The inhalation therapist receives from the physician a prescription specifying the type of therapy, the type of medication, and the dosage. He must then determine the most suitable method of administering the inhalant, the precautions to be observed, and the modifications that may need to be made in the method in order to comply with the physician's exact requirements.

Medical Assistant

The medical assistant is the doctor's "factotum," his "do everything." She combines in one person the role of secretary, receptionist, administrative aide,

clinical aide, and countless other functions. She is the link between the physician and his patients, his professional associates, and his suppliers of equipment and medication.

Most medical assistants work in the office of physicians in private practice. Some work in group practice offices or medical clinics. The remainder are employed in larger institutions, such as hospitals and research laboratories.

NEW AND EMERGING HEALTH OCCUPATIONS

Many "new" health occupations have emerged in the past few years. Some are already well established. Others are still taking shape, with job specifications, educational requirements, and training programs still to be worked out.

The term "new" is apt to be misleading. It may cover entirely new occupations such as "extracorporeal circulation specialist," or it may cover the offshoots of an existing occupation, as, for example, "physician's assistant." Sometimes it is difficult to draw a sharp line between "new" and "expanding," as in the case of "medical technologist" and "nuclear medical technologist."

Whatever the definition, there is no doubt that new occupational titles, new training programs in schools and hospitals, and new educational requirements all reflect the tremendous growth and activity in the health field, and bring with them increased opportunities for a rewarding, secure, and expanding career in the health field.

Most of these new occupations are at the "aide," "assistant," and "technician" level — the allied health level, which represents some 85 percent of all health workers. The supportive health training programs are being offered mainly in junior colleges, community colleges, and vocational and technical schools, hospitals, health departments, and so forth. Others, at professional level, are given at colleges, universities, specialized schools, and others. Following is a list of some of the new or emerging health occupations that appear again and again in lists of education and training programs, of hospital personnel, of Federal, State, and local health department employees, etc.:

Allergy Environmentalist
Ambulance Emergency Technician
Biomedical Engineering Technician
Cardiovascular Technician
Child Health Associate
Computer Operator in Health Data
Dialysis Assistant
Dietetic Technician
Emergency Health Service Worker
Environmental Engineer/Scientist
Extracorporeal Circulation Specialist
Genetic Assistant
Geriatric Assistant
Intravenous Technician
Mental Health Worker
Nuclear Medicine Technician
Orthopedic Assistant
Physician's Assistant
Podiatric Assistant
Radiopharmacist
Social Rehabilitation Service Worker
Surgical Aide

PART III.

PREPARING FOR THE HEATLH PROFESSIONS

Preparation for the health careers requires considerable planning, care and time. For those Indian students inclined to advance planning, the preparation for the health career should come with considerable ease. For the remainder, however, this preparation must be carefully developed and must include high school and college plans, admissions preparation and financial planning. The results far exceed the effort, because a well-planned career will yield considerable pleasure, satisfaction and service. If possible, the ambition of a health career will become part of one's everyday thinking throughout the high school years.

INTERESTED IN A HEALTH CAREER?

Consider a career in health, and work with and for the Indian people! The following are career possibilities open to you in health fields:

Requiring College Degree or College Level Training

Clinical Social Worker
Dentist
Environmental Engineer
Health Administrator
Hospital Administrator
Family Nurse Practitioner
Nutritionist
Optometrist
Physician
Dietician
Health Educator
Podiatrist
Mental Health Worker
Physician Assistant
Sanitary Engineer
Speech & Hearing Therapist
Pathologist
Medical Technologist
Veterinarian
. . . and *MANY* others

No College Degree Needed

Ambulance Attendant
Community Health Aide
Dental Hygienist
Dental Assistant
Dental Technician
Emergency Medical Technician
Environmental Health Technician
Health Education Aide
Health Information Specialist
Inhalation Therapy Technician
Medical Laboratory Technician
Histologic Technician
Occupational Therapist
Medical Assistant
Licensed Vocational Nurse
Licensed Practical Nurse
Psychiatric Aide
First Aid Specialist
Family Planning Counselor
Medical Record Technician
Para-Medic
Cytotechnologist
. . . and *MANY* others

Many of the previously mentioned "No College Degree Needed" jobs require only completion of high school, as they have special on-the-job training and vocational school training available. For the most part, these health careers require one month to two years of school for their particular programs, however, they differ from regular college programs in that: (1) the training is specific to the career desired, such as first aide training for Emergency Medical Technicians, and (2) the skills or knowledge required for the job are often acquired through "on-the-job" training as a regular part of the schooling offered.

SECTION A. SECONDARY SCHOOL PREPARATION

Whether in junior or senior high school, the American Indian student who believes he wants to become a health professional should seek assistance in planning his high school studies. This will permit his fullest development for the college and graduate health programs which lie ahead. Often, the student can obtain this assistance from his advisor or favorite teacher. Generally, his curriculum will emphasize the basic sciences and other courses normally recommended for students planning to enter college.

High school courses normally helpful in the preparation of a health career include English, Physics, Biology, Chemistry, Advanced Mathematics, Social Studies, and a modern foreign language. Most schools offer these courses. If, however, an Indian student learns that his school cannot offer these subjects, he should immediately discuss this with his advisor, his parents, and his community leaders. Every college-bound student may wish to supplement his basic program with various other courses such as speech, typing or business, which will be extremely helpful in any health career.

In addition to one's classwork, the prospective health professional is strongly encouraged to participate in available curricular activities, including science clubs, future physician clubs, Candy Stripers, medical explorer posts, etc. These clubs permit an even closer acquaintance with the health professions. Often working with community health professionals, the students learn more about the real work of these people and their profession. If there are no clubs like this in one's school, the interested student may wish to discuss the organization of one with his advisor. More information about such clubs is available from the following organizations:

American Medical Association
535 North Dearborn
Chicago, Illinois 60610

American Academy of
Family Physicians
Volker Boulevard at Brookside
Kansas City, Missouri 64112

National League for Nursing
10 Columbus Circle
New York, New York 10019

Marion Thomas
Health Occupation State
Student Organization (HOSSO)
Department of Education
Education Building
Santa Fe, New Mexico 87503

HINTS TO HIGH SCHOOL STUDENTS

If You Have Not Yet Decided Your Career . . .

BEGIN NOW TO THINK ABOUT YOUR VOCATIONAL FUTURE. Consider what kind of work you might like to do after completing high school. Examine your likes and dislikes, your general abilities, school subjects in which you do well, special hobbies, or other interests you may have. Make a list; write down these special activities and interests. This may help you to narrow your selection. (Your guidance counselor or the AIPC Health Careers Recruitment Project may already have this information.)

DISCUSS YOUR THOUGHTS AND IDEAS WITH YOUR GUIDANCE COUNSELOR OR THE AIPC HEALTH CAREERS RECRUITMENT COUNSELOR. Although you must do much of the exploratory work yourself and make your own decisions, others can help you. Your guidance counselor is one of these persons. He/she would be of great assistance in counseling as well as providing direction now and after you have decided upon your future goal.

USE YOUR SCHOOL AND COMMUNITY LIBRARIES. Ask your librarian to help you find books, journals, periodicals and other literature which describe and explain the various jobs, occupations, necessary preparation, and related aspects. Some of the references listed in the rest of this handbook should be available. If not, write for the free materials yourself. Build your own miniature library.

TALK WITH VARIOUS PERSONS WHO MAY BE ABLE TO HELP YOU. Parents, friends, teachers, community leaders, educators, students, PHS staff, tribal leaders, library workers, businessmen, college graduates, clergymen, workers, and others may have valuable information and advice to offer. For example, if you think you might like to work as a dental hygienist you should talk to the dentist as well as the hygienist. Both can tell you much. They can also lead you to helpful books and pamphlets.

MAKE YOUR DECISION ABOUT YOUR FUTURE WORK. After you have obtained the information, reviewed it carefully, and considered all aspects, try to "match" your abilities and desires with a position or vocation. For example, if you are interested in health and human anatomy, like to associate with people, and have a desire to help them, you may want to investigate opportunities in nursing. Talk to your school nurse, the community nurse, or someone who can tell you all about nursing.

DISCUSS YOUR CHOICE WITH YOUR GUIDANCE COUNSELOR. He/she should be able to advise and assist you, perhaps provide some tests which reflect your interests and aptitude. He/she might also arrange for you to discuss your future plans with several individuals working in that particular field.

If You Already Have Decided On Your Occupation . . .

SELECT THE SCHOOL OR COLLEGE YOU DESIRE TO ATTEND. The objective here is to select the school which is best for you and your plans. This may be made easier by combining various approaches — it is possible, by visiting the institution to gain the "feel" of it; talking with the Dean of

Admissions, faculty members, and students; touring the grounds; reviewing pertinent literature and catalogues; discussing this matter with our counselor and teachers to mention a few. If you cannot visit the institution, collect as much information as possible — from libraries, the school, professors, or the AIPC Health Careers Recruitment Project.

AFTER YOU HAVE DECIDED ON YOUR CHOICE OF A SCHOOL, APPLY FOR ADMISSION. You can find out the best time to apply and related procedures from the college Dean. Be certain that all forms are properly completed and submitted at an early date.

FOLLOW-UP. If you do not receive an answer to your letter or application within a reasonable time, follow-up with an appropriate inquiry. The technical school college, or university usually provides the necessary procedures (with a corresponding timetable) for admission, registration, and the like.

SECTION B. COLLEGE LEVEL TRAINING & PREPARATION

For many American Indian students considering a health career a college experience may not be needed if their health career training program does not require college. Some health occupations require only one, two or three years of special training beyond high school. Junior colleges and schools of nursing, for example, offer some of these programs.

The Indian Health Service also offers training in numerous health career areas: Community health representative (CHR), community health medic (CHM), dental assistant, licensed practical nursing, laboratory assistant, and medical records technician's training are a few. More information about these program areas can be obtained by writing to the nearest IHS area director's office.

For those students who seek a health career requiring the completion of a college education (as many health careers do), considerable care and commitment must accompany the numerous decisions which must be made, such as: the nature of the college experience, the requirements for the career, the choice of the college, and the curriculum.

Choosing A College Or University

The most difficult decision may be choosing the right college or university. The decision should be made in the early part of the senior year in high school. In reaching this decision, the student needs to carefully weigh numerous factors, including tuition, size, location and quality or type of instruction. Nevertheless, the college selected by the American Indian health careers student should be accredited and able to provide a strong foundation in the natural sciences, social sciences, humanities and communications skills.

Admission application forms are obtained by writing to the Office of Admissions. If the address of a college is unknown, the request will be properly delivered if the name of the college, the city and the state are correctly posted

on the envelope. The Office of Admissions will normally respond within six weeks and will supply a form to be used in the application for admission. When compared with information obtained about other schools, the choices and the decision often become easier. Following the receipt of these bulletins and admissions application materials, the student should plan to apply to the college or colleges of his choice no later than December 31 for admission into the autumn term of the following school year. Because space is limited and many students will not be admitted, the Indian health career student may wish to apply for admission to as many as two or three colleges, just in case he is not accepted into the institution of his or her first choice.

APPLYING FOR ADMISSION

An application can be requested by letter or phone; you should mention which program you wish to enter, as there may be special forms or information. At this initial contact, information should also be obtained regarding the deadlines for any letters of recommendation, transcripts, required interviews and tests. This is also a good time to request an application for financial aid if it is needed.

Application Form: Read the application form thoroughly before supplying the information. You should complete it neatly and legibly, or type it if possible. All experience which is relevant to the instructional program such as employment or volunteer work should be included. Be sure to list any of your hobbies or activities which might indicate strengths desirable to the program, such as leadership skills, manual dexterity or creativity.

Transcripts: These will be required from any schools or colleges you have attended. Request that the transcripts be sent to the programs to which you are applying, and after a reasonable time, check to see that they have arrived.

Letters of Recommendation: These should be requested from people who know you reasonably well, such as an employer, a teacher or a counselor. Those writing letters of recommendation should know your goals, plans, and reasons for wanting to attend a particular school. Be sure to check with the Admissions Office after a reasonable time to see if the letters of recommendation have been received.

Aptitude Tests: Tests such as the Scholastic Aptitude Test or the American College Test are often required for admission to a school. The Admissions Office can tell you which tests are required and when they must be taken. High school and community college counselors have the forms necessary for registering for the tests. There are a number of books designed to help people improve their scores on these tests; they are usually available from libraries or bookstores, and you may find them helpful in preparing for your tests. Approximately six weeks after you have taken the test, check with the Admissions Office to insure that your scores have arrived.

Interviews: Although not all instructional programs require interviews, many recommend them. The impression you give in an interview will be an important factor when an admissions committee considers your application.

Before going to the interview, it is important that you think seriously about your goals and how you can achieve them. An interviewer values your ability to express some positive direction for your life.

You should consider the interview as a good opportunity for you to learn more about the instructional program and the requirements for admission. If you learn as much as possible about the program before your interview, this will give you more confidence both in asking questions and in answering them. It is good to be composed and positive about yourself without being overly confident. If you act naturally, are prompt, neat and clean, an interviewer will receive a favorable first impression. After the interview a short note to the interviewer restating your interest in the program is appropriate.

A SELECTED LIST OF FOUR YEAR COLLEGES & UNIVERSITIES IN THE SOUTHWEST & ROCKY MOUNTAIN STATES

When writing each school, address your letter as follows:

Office of Admissions
Name of School
City, State, Zip Code

Example: Office of Admissions
Adams State College
Alamosa, Colorado 81102

Colorado

Adams State College
Alamosa, Colorado 81102

Colorado College
Colorado Springs, Colorado 80903

Colorado School of Mines
Golden, Colorado 80401

Colorado State University
Fort Collins, Colorado 80521

Fort Lewis College
Durango, Colorado 81301

Metropolitan State College
Denver, Colorado 80204

Regis College
Denver, Colorado 80221

Rockmount College
Denver, Colorado 80226

University of Southern Colorado
Pueblo, Colorado 81005

Colorado Womens College
Denver, Colorado 80220

United States Air Force Academy
USAF Academy, Colorado 80840

University of Colorado
at Colorado Springs
Colorado Springs, Colorado 80907

University of Colorado at Denver
Denver, Colorado 80203

University of Colorado-Main Campus
Boulder, Colorado 80302

University of Denver
Denver, Colorado 80210

University of Northern Colorado
Greeley, Colorado 80631

Western State College of Colorado
Gunnison, Colorado 81230

Mesa College
Grand Junction, Colorado 81501

Idaho

Boise State University
Boise, Idaho 83707

College of Idaho
Caldwell, Idaho 83605

Idaho State University
Pocatello, Idaho 83209

Lewis-Clark State College
Lewiston, Idaho 83501

University of Idaho
Moscow, Idaho 83843

Montana

College of Great Falls
Great Falls, Montana 59405

Eastern Montana College
Billings, Montana 59701

Montana State University
Bozeman, Montana 59715

Montana College of
Mineral Sci & Tech
Butte, Montana 59701

Montana State University
Bozeman, Montana 59715

Northern Montana College
Havre, Montana 59501

Rocky Mountain College
Billings, Montana 59102

University of Montana
Missoula, Montana 59801

Western Montana College
Dillon, Montana 59725

Utah

Brigham Young University
Provo, Itah 84602

Southern Utah State College
Cedar City, Utah 84720

University of Utah
Salt Lake City, Utah 84112

Utah State University
Logan, Utah 84322

Wyoming

University of Wyoming
Laramie, Wyoming 82071

Arizona

Arizona State University
Tempe, Arizona 85281

Grand Canyon College
Phoenix, Arizona 85017

Northern Arizona University
Flagstaff, Arizona 86001

Southwestern College
Phoenix, Arizona 85032

University of Arizona
Tucson, Arizona 85721

New Mexico

College of Santa Fe
Santa Fe, New Mexico 87501

College of the Southwest
Hobbs, New Mexico 88240

Eastern N.M. Univ.-Main Campus
Portales, New Mexico 88130

New Mexico Highlands University
Las Vegas, New Mexico 87701

New Mexico Inst. of Mining & Tech.
Socorro, New Mexico 87801

N.M. State Univ-Main Campus
Las Cruces, New Mexico 88003

Saint John's College
Santa Fe, New Mexico 87501

University of Albuquerque
Albuquerque, New Mexico 87130

University of New Mexico
Albuquerque, New Mexico 87131

Western New Mexico University
Silver City, New Mexico 88061

Oklahoma

Central State University
Edmond, Oklahoma 73034

East Central State College
Ada, Oklahoma 74820

Northeastern Oklahoma State Univ.
Tahlequah, Oklahoma 74464

Northwestern Okla. State Univ.
Alva, Oklahoma 73717

Univ. of Sciences & Arts of Okla.
Chickasha, Oklahoma 73018

Oklahoma City University
Oklahoma City, Oklahoma 73106

Oklahoma Panhandle State College
of Ag. & App. Sc.
Goodwell, Oklahoma 73939

Southeastern Okla. State Univ.
Weatherford, Oklahoma 73096

University of Oklahoma at Norman
Norman, Oklahoma 73069

Univ. of Okla Health Science Cen.
Oklahoma City, Oklahoma 73104

University of Tulsa
Tulsa, Oklahoma 74104

Oklahoma State Univ.-Main Campus
Stillwater, Oklahoma 74075

Texas

Univ. of Texas at San Antonio
San Antonio, Texas 78285

Angelo State University
San Angelo, Texas 76901

Baylor University
Waco, Texas 76706

Univ. of Texas of the Permian Basin
Odessa, Texas 79762

East Texas State University
Commerce, Texas 75428

Hardin-Simmons University
Denton, Texas 76203

Praire View Agr. & Mech. Col.
Praire View, Texas 77445

Rice University
Houston, Texas 77001

Sam Houston State University
Huntsville, Texas 77340

Southern Methodist University
Dallas, Texas 75222

Southwest Texas State University
San Marcos, Texas 78666

Southwestern University
Georgetown, Texas 78626

Stephen F. Austin State University
Nacogdoches, Texas 75961

Sul Ross State University
Alpine, Texas 79830

Texas A & M University
College Station, Texas 77843

Texas Southern University
Houston, Texas 77004

Texas Tech University
Lubbock, Texas 79409

Texas Wesleyan College
Fort Worth, Texas 76105

Texas Woman's University
Denton, Texas 76204

Trinity University
San Antonio, Texas 78284

Texas A & I Univ. at Corpus Christi
Corpus Christi, Texas 78411

University of Houston
Houston, Texas 77004

Univ. of Texas at Arlington
Arlington, Texas 76010

University of Texas at Austin
Austin, Texas 78712

University of Texas at El Paso
El Paso, Texas 79968

West Texas State University
Canyon, Texas 79015

Sul Ross State Univ.-
Uvalde Study Center
Uvalde, Texas 78801

NEW MEXICO
TECHNICAL-VOCATIONAL SCHOOLS

Southwestern Indian
Polytechnic Institute
P.O. Box 10146
Albuquerque, N.M. 87114

Albuquerque Tech-Vocational Inst.
525 Buena Vista, SE
Albuquerque, N.M. 87106

Eastern New Mexico University
Clovis Campus
Vocational-Technical School
615 Axtell Street
Clovis, N.M. 88101

Eastern New Mexico University
School of Technology
Portales, N.M. 88130

Eastern New Mexico University
Roswell Campus
P.O. Box 6761
Roswell, N.M. 88201

Luna Area Vocational School
Las Vegas, N.M. 87701

New Mexico Highlands University
Technical Education
Las Vegas, N.M. 87701

New Mexico Junior College
Vocational Adult Education
Hobbs, N.M. 88240

New Mexico State University
Grants Branch
P.O. Box 906
Grants, N.M. 87020

New Mexico State University
Vocational-Technical School
San Juan Branch
4601 College Boulevard
Farmington, N.M. 87401

New Mexico State University
Technical Engineering Department
Las Cruces, N.M. 88001

Santa Fe Vocational-Tech. School
2200 Yucca Road
Santa Fe, N.M. 87501

N.M. Technical-Vocational School
El Rito, N.M. 87530

N.M. Technical-Vocational School
Espanola Branch
P.O. Box 250
Espanola, N.M. 87532

NOTE: Not all schools offer training in all health professions. Check with the AIPC Health Careers Recruitment Project, your high school counselor, high school and university libraries, or by writing the school directly.

SECTION C. ADMISSION INTO THE HEALTH PROFESSIONS SCHOOLS

For the American Indian student seeking the professional health degree, he must continue his education beyond the college level to the level prescribed by the professional school and degree of his preference. Thus, the Indian student seeking to become a physician must become admitted into medical school. Similar advice and procedures apply for other professional disciplines as well. Contrary to rumor or unfounded fears, it is not difficult for a well-qualified American Indian student to gain admission into the professional schools. The college student who is prepared, dedicated and hardworking toward his career will receive favorable consideration by the professional school and the American Indian who meets these same qualifications should expect no serious difficulty gaining admission.

Some schools admittedly have different requirements than others. Some meet their capacity sooner than expected; and some may not be inclined to encourage Indian students as much as others. The student should inquire how many Indian students are enrolled, how much financial assistance is available to Indian students, and what special program the institution provides for Indian students. If the student is unable to determine the experience and interest of the school in dealing with Indian students, he should not hesitate to inquire of the Association of American Indian Physicians or the Association of American Medical Colleges. It is clearly an advantage for some Indian students to attend schools where they will have Indian classmates.

Whatever his choice, each student must realize that his acceptance into the graduate program represents the expectation of the institution that the student will both graduate and become a successful health professional. Likewise, the student should expect that he will successfully graduate from the program and uphold his career responsibilities. The American Indian student planning for his graduate training should apply to the professional school of his choice approximately one year prior to the term for which he intends to enroll. It is also considered valuable to apply to different schools. At the present time, for example, medical students on the average apply to four medical schools each.

Undergraduate Grades

To qualify academically for medical school, the undergraduate student should maintain a good scholastic record. But that does not mean he has to be an "A" student. The vast majority of the freshmen medical students in each of the past five years were "B" students.

Medical school admissions committees are aware that an "A" mark may be more easily obtained in one college than in another. They use scholastic achievement as only one—though an important—yardstick in measuring an applicant's capacity for the study of medicine. When other factors are equal, the student with higher grades clearly has the best chance for acceptance. A recent survey of medical schools showed that the majority prefer to consider only students with grade averages no lower than B-minus.

The admissions committees are equally concerned with the important

personal factors of character, self-reliance, initiative, motivation, perseverance, depth of purpose, breadth of interests and other traits which may not be reflected in grade averages. These personal characteristics are evaluated during interviews and through reports from undergraduate colleges, application forms and autobiographical sketches.

The Medical College Admission Test (MCAT)

Another preparatory step toward gaining entry into medical school is to take the Medical College Admission Test. This test is required for future doctors only. The medical school candidate usually takes the examination during his second or third year in undergraduate college, preferably in the spring of the year before he plans to enter medical school. Given twice annually, the nationally standardized examination is conducted under the auspices of the Association of American Medical Colleges and is required or strongly recommended by nearly all U.S. medical schools. The student should consult with his college counselor or faculty advisor to determine when it is best for him to take the test.

An announcement booklet that contains an application blank and gives information concerning application deadlines, test dates, testing locations and sample questions is prepared annually. It is available through most pre-medical advisory offices and medical school admissions offices. A copy also may be obtained by writing Medical College Admission Test, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

A student who is well-versed in the liberal arts and sciences should encounter little difficulty with the examination. Consisting of four subtests, it serves to objectively measure scholastic aptitude and achievement. The subtest on Verbal Ability measures knowledge of vocabulary. The Quantitative Ability subtest requires the application of basic mathematical principles. These two subtests measure one's overall scholastic aptitude.

The science subtest samples the candidate's store of scientific information and principles found to be important in preparing for the study of medicine. One's score indicates how much knowledge he has acquired in basic courses in physics, chemistry and biology and how well he is able to apply it. A fourth subtest, General Information, measures overall cultural knowledge, including the social and behavioral sciences.

Scores made on the MCAT do not in themselves determine whether an applicant is admitted to medical school. They simply provide admissions committees with additional important information on the student's academic capabilities for the study of medicine and permit more thorough interpretation of his college academic record. This makes possible a more accurate prediction of a student's ability to complete the medical curriculum.

The Admissions Committee

Nearly all health professional schools have established admissions committees composed of faculty members and occasionally students to consider the acceptability of applicants by reviewing all information required by the institution. Normally, these materials include college academic records,

MCAT scores (or comparable graduate health professional examination scores), faculty evaluations and the personal interviews. The American Indian student may find these requirements exhaustive or costly. If he requires further assistance to complete these requirements, he should inquire at the Office of Minority Affairs for the Association of American Indian Physicians' offices or the Health Careers Recruitment Project of the All Indian Pueblo Council. The expense of examination fees, transcript referrals and travel to interviews should not prohibit or obstruct admissions procedures for those who may be in need of special financial assistance.

Admission into the professional schools may be the first time an interview is required of the Indian student. If so, the student should not be apprehensive; the interview is a means whereby the school and the student simply get to know more about each other. The school is afforded the opportunity to clarity information about itself or the student, while the student is offered the same. The interview especially permits the student the opportunity to explain any unique or special aspects of his application. This special information is very helpful to an admissions committee during the process of screening numerous applicants.

SECTION D. SPECIAL INDIAN PROGRAMS

Fortunately, there are many special programs for American Indian students considering or deciding upon a health career. The success of these programs indicates they serve very important functions. For many Indian health professions, the greatest development of their career decision occurred through their participation in these special programs. Indeed, for many American Indian students these special programs have finalized or rapidly advanced their commitment and decision to a health career.

In some instances, the program is designed to identify and to stimulate potential indian health professionals. Other programs have a primary purpose of introducing the prospective student to the daily experience of the practicing health professional. Still, other programs assist students through concentrated studies of a remedial or advanced nature depending upon their level of need. Among the various programs, some are available to students as the seventh grade in high school, while others may only be available to Indians already accepted into medical school. At the present time virtually all programs can provide financial assistance to students accepted into the program who need such support.

Students who might enjoy or need these special programs should inquire and obtain further information by writing the organizations listed below:

Health Careers Recruitment Project
All Indian Pueblo Council
1015 Indian School Road NW
Albuquerque, New Mexico 87107

Health Careers Summer Program
Harvard Summer School
Department HC
1350 Massachusetts Avenue
Cambridge, Massachusetts 02138

Summer Program
Association of American Indian Physicians, Inc.
1300 McGee Drive
Norman, Oklahoma 73069

Southeastern State College
Science Research Training Prog.
Durant, Oklahoma 74701

Career Opportunities in the Health Sciences
Department of Microbiology
University of Oklahoma Health Sciences Center
Oklahoma City, Oklahoma 73190

National Medical Fellowships, Inc.
250 West 57th Street
New York, New York 10019

MPH Program for Native Amer.
Attn: Elaine Walbroek
School of Public Health
University of California
Berkeley, California 94720

Upward Bound
Care of the Nearest College

Assn. of University Programs in Hospital Administration
Attn: Office of Student Affairs
Suite 420, One Dupont Circle
Washington, D.C. 20036

Colorado State University
College of Veterinary Medicine
Department of Clinical Sciences
Fort Collins, Colorado 80521

National Science Foundation
1800 G Street NW
Washington, D.C. 20550

Mr. Fred M. Chreist, Jr.
Certifying Offices for N.M.
WICHE Student Exchange Prog.
University of New Mexico
Albuquerque, New Mexico 87131

Indian Studies Office
Box 262
University of North Dakota
Grand Forks, North Dakota 58201

American Fund for Dental Educ.
Suite 1630
211 E Chicago Avenue
Chicago, Illinois 60611

Medical Educ. Reinforcement & Enrichment Program
Tulane Univ. School of Medicine
1430 Tulane Avenue
New Orleans, Louisiana 70112

National Medical Fellowships
3935 Elm Street
Downers Grove, Illinois 60515

Native American Studies
University of New Mexico
Albuquerque, New Mexico 87131

Director, Minority Recruitment
College of Pharmacy
University of New Mexico
Albuquerque, New Mexico 87131

Summer Fellowship Program
Cornell University Medical College
Ithaca, New York

Summer Enrichment Programs
School of Medicine
Boston University
Boston, Massachusetts

Science Enrichment Program
University of Texas
Medical Center
Galvaston, Texas

Summer Institute: Health Related Professions for College Students
Indiana University
Bloomington, Indiana 47401

INDIAN OR MINORITY COMMUNITY COLLEGES

The following is a list of community colleges that have a total enrollment of Native American students, with the exception of DQU, which is a junior college established for Chicanos and Native Americans. For additional information on each college, write to the "Office of Admissions" at the school.

Deganawida Quetzlecoatle Univ.
Davis, California

Fort Berthold Community College
New Town, North Dakota

Haskell Indian Junior College
Lawrence, Kansas

Lakota Education Center
Pine Ridge, South Dakota

Navajo Community College
Tsaile, Arizona

Satellite Community College
Norfolk, Nebraska
(In care of N.E. Nebraska Technical Community College)

Sinte Gleska College Center
Rosebud, South Dakota

SECTION E. FINANCIAL PLANNING

The study of medicine or the health career of one's choice is an expensive undertaking; in many ways it will be viewed as particularly expensive for American Indian students. Yet, with careful long-range planning, commitment and resolve these health education costs can be met from the resources available to each student. The financial plan appropriate to each student's needs will, of course, vary from individual to individual. For some, the resources of the family, the tribe and summer employment may be sufficient. Yet, for others, grants, fellowships, awards and scholarships may be utilized.

Whatever the plan, it must be carefully and fully developed, taking into consideration the length of the educational program, the degree requirements, the capacity of the student, the financial resources of his family, how much money a person will earn after graduating, and the scholarship abilities of the student. Such planning is of great importance.

Unlike the high schools from which most American Indians graduate, colleges and other institutions of higher learning charge fees and assess costs to each student for his educational program. The relationship established and agreed upon between the school and the student is of a contractual nature, based upon the mutual choices of the student and the school according to established rules and provisions. The rules, fees, and costs are normally described in a bulletin regularly distributed by each school, and each student is billed for his expenses before classes start. When he registered for his classes, the student will complete his financial arrangements with the school. This arrangement usually involves a debt by the student, but it is treated no differently than any other debt.

Fees & Costs

The cost of college and graduate health education is expensive and continues to increase each year. These costs also vary from institution to institution, from state to state, and from curriculum to curriculum. To complete four years of medical school beyond college, the average costs presently range from about $9,000 to $15,000. Tuition alone may range from $220 to $4,200, depending upon residency or the type of school selected (public versus private). While the costs of education to the doctorate health careers in administration, medicine, dentistry, veterinary medicine, podiatry and others are comparable, alternate career choices such as nursing, nutrition, health education, or technical jobs are less costly.

At the undergraduate level, the fees and costs of one's education would normally include the following components:

Tuition	Science Lab Materials
Board and Room	Lab Equipment Rentals
Books	(e.g., microscope)
Health Insurance	Travel (to and from home)
Student Activities	Personal Expenses

Prior to entering the college the student may encounter the first expenses of his health career education. Such expenses may include institution application fees, which accompany an application for admission and which are usually not refundable, and fees for admission to college entrance examinations, often required by some colleges.

Graduate health education costs are also considerable and vary with the level of education and the type of institution. Thus, for example, students in health administration programs at the graduate level may not have to pay laboratory fees and microscope rental costs. On the other hand, students of medicine may not experience the costs of preparing a thesis. On the whole, the costs and fees for the graduate level programs include those same components listed above. In addition, they may include comparable expenses incurred during the process of obtaining admission into the graduate programs, which may include travel expenses for the purposes of interview.

ESTIMATED MINIMUM EXPENSES FOR FIRST-YEAR STUDENTS AT U.S. MEDICAL SCHOOLS (1975-76)*

As an example, the cost ranges revealed by a recent study by the Association of American Medical Colleges pertinent to costs for the study of medicine reveal the following:

	PRIVATE SCHOOLS**		PUBLIC SCHOOLS	
FIRST-YEAR EXPENSE ITEM	Range	Average	Range	Average
Tuition and fees				
Resident	$1,200-4,000	$3,139	$300-3,500	$1,031
Nonresident			$570-4,500	$2,129
Room and board (minimum)	$1,080-3,500	$2,086	$940-4,000	$1,898
Books and supplies (not including microscope)	$ 180- 700	$ 344	$150-1,100	$ 370

*FIGURES BASED ON DATA PROVIDED FALL 1973 BY 45 PRIVATE SCHOOLS AND 69 PUBLIC SCHOOLS.

**FOUR PRIVATE SCHOOLS - BAYLOR, MAYO, PITTSBURGH, AND RUSH - REPORT LOWER TUITION FEES FOR RESIDENTS THAN FOR NONRESIDENTS. THE HIGHER FEES FOR THESE SCHOOLS ARE USED IN THE TABLE.

THE FIGURES DO NOT INCLUDE PERSONAL LIVING EXPENSES, WHICH VARY CONSIDERABLY DEPENDING UPON THE LIFESTYLE OF THE STUDENT AND THE ECONOMY OF THE SCHOOL LOCATION. ALSO, LIVING EXPENSES ARE HIGHER FOR MARRIED STUDENTS AND HIGHER YET FOR COUPLES WITH CHILDREN. NEVERTHELESS, EACH STUDENT WILL HAVE SOME BASIC LIVING EXPENSES WHATEVER CAREER HE CHOOSES AND WHETHER HE ATTENDS COLLEGE OR NOT.

Financial Aids

Beyond the financial resources available from the family, former employment and part-time employment during school, many students will require additional money to complete their financial arrangements for school. The basic additional sources of these aids are grants and loans.

GRANTS

Grants available for health education expenses are often scholarships, fellowships or other grants-in-aid. In some instances, these grants are given as awards in recognition of student talents. Sometimes these awards are sufficient to cover the costs of an entire four-year program. In other instances, the grants may cover only a portion of the total costs. In the case of such awards, the student must become informed about his possibility of receiving such an award and what requirements he must meet to enter the competition, should he desire. Awards of this nature are sometimes given at rodeo contests, beauty contests, citizenship contests, talent shows and other local contests. Groups such as the local Kiwanis Club, University of Women's Association, Home Extension Services, etc., frequently make such awards.

By far the largest group of such grants, however, are the scholarships frequently awarded by the educational institutions themselves or the tribe. Occasionally, local service groups, corporations, state agencies or other special efforts provide scholarship grants. Scholarships are sometimes made in the memory of an individual prominent in the health fields. Sometimes they are named by their sponsor or describe the educational program of the institution. However named, they are offered for a given period of time and are frequently renewable. Such renewal, however, usually requires continued quality performance and the enrollment of the student. This requirement and often other requirements usually accompany the offer of a scholarship. If the scholarship is accepted, the student often agrees that he will maintain a specified grade point average and full-time enrollment.

Because scholarship funds are limited and so many students seek this form of assistance, the scholarship offices are often very strict in requiring compliance with the minimal requirements of the grant. If a student is believed to be disinterested or performing poorly, his assistance may be revoked or he may not qualify for renewal. Consequently, because these financial aids are so important, because their availability is limited, and because the scholarship offices of the institutions and the tribes consider the requirements very strictly, it is important that all Indian students realize the serious nature of these commitments.

Another form of grant assistance is the fellowship, usually awarded in the various graduate programs. Fellowships are similar to the scholarships. However, they frequently provide the student with the opportunity to assist in teaching, research, laboratory work or independent study. The assignment of these opportunities is usually an established aspect of the fellowship.

Yet another form of grant assistance, somewhat like the fellowship, is a stipend to support an individual in exchange for his agreement to work for the sponsoring institution following his graduation. Sometimes, these grants are offered as contracts and sometimes they are offered as loans with a forgiveness clause. The Indian Health Service and the Public Health Service, for example, have financial assistance available to support the education of American Indians in health careers, provided they return to the employment of the Indian Health Service for a specified period of time following graduation. For those who plan a health career with the Indian Health Service or who plan a career including IHS training, this opportunity is in many ways a good one.

A comparable opportunity, although somewhat the reverse of the Indian Health Service program, is available to military veterans as a benefit of the "GI Bill." These programs provide financial assistance to veterans.

ALL INDIAN PUEBLO COUNCIL SCHOLARSHIP PROGRAM

INSTRUCTIONS TO APPLICANTS AND GENERAL INFORMATION ABOUT THE EDUCATIONAL COLLEGE GRANT PROGRAM:

HOW TO APPLY

Each applicant for an AIPC Scholarship Grant shall request an application from and submit all application papers to:

All Indian Pueblo Council Scholarship Program
P.O. Box 6507 (1015 Indian School Road, NW)
Albuquerque, New Mexico 87107

A. Please submit the following:

1. **Application:** Answer all questions applicable to you. Incomplete applications will only delay action on your request for funds.
2. **Transcript:** Have an official transcript of your high school credits sent to the address above.
3. **American College Test (ACT) Scores:** If you have not taken this test, you must make arrangements for it with your high school counselor or the college to be attended.
4. **College Admission:** Letter of admission from the college or university you plan to attent. (Your scholarship application DOES NOT automatically serve as your application for college admission.)
5. **Recommendations:** Two letters of recommendation. (No relatives)
6. **Certificate of Indian Blood:** This certificate of Indian blood can be obtained at the Census Office at the agency where you are reigstered. (Northern or Southern Pueblos Agency.)

B. Apply for Other Financial Aid:

All new applicants *must apply* to the university or college you plan to attend for the *financial aid* they offer. You can obtain application forms from the college's Office of Financial Aid. For example: Basic Educational Opportunity Grant, Supplemental Educational Opportunity Grant, etc.

Nature of Grant Program

The All Indian Pueblo Council has contracted with the Bureau of Indian Affairs to administer the Scholarship Grant Program. Funds are appropriated by Congress to aid qualified Pueblo Indian students enrolled at the Southern and Northern Pueblo Agencies who are in need of financial aid after all sources of funds have been explored. (Veteran's Benefits, EOG, etc.)

Eligibility Requirements

For an applicant to receive a scholarship grant from the All Indian Pueblo Council, he must meet the following requirements:

1. Must be of ¼ degree or more *Pueblo Indian blood*, except Laguna and Zuni Pueblos.
2. Must need financial assistance after other sources of funding have been explored. Parents or spouses are expected to provide as much as they reasonably can for the student's expenses.
3. Must have demonstrated the ability to do the school work for which the grant is requested.

Please read the italicized words carefully:

FILING DATE: The *deadline* for filing applications for the school year beginning in August/September is *April 1.* A separate application must be submitted for *each school year or summer term.*

GRANT PAYMENT: Grant checks are sent to the student in care of the Director of Financial Aid at the college. Tuition, fees, on-campus room and board will be billed directly to the All Indian Pueblo Council by the college.

GRANT AMOUNT: The amount of the grant is determined according to individual need and college attending. Grants are made for one college year. (2 semesters, 2 trimesters or 3 quarters.)

COLLEGE GRADES: The student is expected to maintain passing grades with an overall grade point average of 2.0 or better. *The student is responsible for arranging with the college records office to furnish the Scholarship Program a copy of their grade report following the END OF EACH TERM. Applications will not be considered without a copy of your latest grades.*

NUMBER OF COURSE HOURS: *Grantees must be full-time students taking a minimum of 12 semester or quarter hours.*

BACCALAUREATE DEGREE: (4 years) Select a school that offers the curriculum for your career goal which leads to a baccalaureate degree. Some majors require 5 to 6 years.

NEW MEXICO AND OUT-OF-STATE SCHOOLS: For New Mexico residents attending state colleges and universities, the Program pays for all expenses as determined by the most recent school catalog. *The Program pays up to $1850.00 for out-of-state expenses.*

HOUSING: Because campus housing has numerous benefits, all students are encouraged to live on campus. *Freshmen and sophomores must live on campus unless married or living with parents.* Juniors and seniors may reside off campus in accordance with the housing regulations and policies of the college. The grant allowance will not exceed the amount for on-campus housing costs, except for married students. *Room and board payments will be issued on a monthly basis.*

PROBLEMS: Each student should present any special problem to the Indian counselor at the college. If the problem cannot be resolved through the college counselors, write or *telephone collect* the Scholarship Program at: 505/765-1330, 765-1331, 765-1336.

WITHDRAWALS: Students should not withdraw from school except for the most urgent reasons and only after the scholarship staff has been notified and consulted about any problems. *The student will be responsible for charges owed the school if he has an unauthorized withdrawal and does not notify the Scholarship Program.* Students dropping any class should also notify the scholarship staff.

COLLEGE ADDRESS: Each student should notify the Scholarship Program of his school address when he arrives at school or of any change of address.

MOTOR VEHICLES: Grant funds cannot be used for financing or maintenance of motor vehicles. In special situations when justified, mileage may be allowed in lieu of room and board upon approval.

SUMMER SCHOOL: If funds are available, grants for summer school will be provided. Preference is given to seniors needing courses to graduate or students needing repeat or remedial courses to maintain in good standing. *The deadline is April 1.*

LOANS

By far the resource most often used to complete a financial planning program is the student loan. Usually secured from local banking institutions, colleges or other special loan programs established for these purposes, most loans provide for an extended period of repayment and often do not commence repayment until some period following graduation. Since the graduate normally begins his career immediately and starts earning a salary, this method is popular with many students. While it is often one of the last resources considered, it is certainly to be highly preferred to an alternative which might be no school at all, if the reason for that conclusion was the lack of a complete financial program.

HOW TO APPLY FOR ASSISTANCE

Whatever program is most appropriate and available to the student, he must begin early and carefully to complete the necessary arrangements. It will be necessary for each student to:

(1) Establish his basic plan;
(2) Determine the cost of this education;
(3) Evaluate his own abilities to meet all or some of these costs; and
(4) Determine what remaining resources may be required to complete his plan on an annual basis.

Working from these estimates, the student should apply for assistance to the respective offices of financial aids approximately eight months prior to the

beginning of his enrollment and, if at all possible, no later than five months prior to this same date. If possible, students are encouraged to apply for financial assistance at the same time that they apply for admission, which would normally take place around December or January for enrollment in autumn.

Using the information of this handbook and other information available, a student should inquire about the availability of financial assistance, the deadline for submitting applications, and the appropriate application form for such assistance. Upon receipt of the information the student should accurately and completely respond to the questionnaire and submit it for consideration. Each student is cautioned to answer every question realistically. His financial plan should neither underestimate or overestimate his needs and resources. To the extent possible, he should provide full information to all questions. Some questions, for example, are asked by the institution because they sometimes have special trust funds available to support only those students who meet the specific conditions of the trust.

SPECIAL CAREER PROGRAMS FOR NATIVE AMERICANS

HOSPITAL INTERNSHIP IN DIETETICS HIGH SCHOOL OR UNDERGRADUATE

Most training programs are of nine months duration, offered to qualified students intending to become professional dietitians. Both classroom instruction and on-the-job experience are provided. Compensation is provided with no obligation to pursue a career within the Veterans' Administration. College student training may be either summer work experience or required field experience which may or may not be for academic credit. High school student training may be summer employment designed to cultivate the student's interest in the field.

To be eligible for an internship, applicants must hold a baccalaureate degree from an accredited institution within five years of date of application and have fulfilled qualifying educational requirements set by the American Dietetic Association. High school students may apply for summer employment at local Veterans' Administration hospitals.

For further information, contact the Personnel Officer or Chief, Dietetic Service, at Local Veterans' Administration hospital.

HOSPITAL INTERNSHIP IN DIETETICS
HIGH SCHOOL OR UNDERGRADUATE

Health Professions Loans – Undergraduate & Graduate

The Health Professions Loan Program is a long-term, low-interest loan to assist students having need for financial assistance to pursue a career as a physician, dentist, osteopath, optometrist, pharmacist, podiatrist, or veterinarian.

The maximum amount you may borrow for an academic year is $3,500 or the amount of your financial need, whichever is the lesser. Each school participating in this program is responsible for selecting the recipients of loans and for determining the amount of assistance the student needs. Students should make application to the school in which they have been accepted for enrollment.

Repayment of the loan begins one year after completion of study. These loans are repayable to the school over a ten-year period which begins one year after you complete or leave school.

For further information, consult the Director of Student Financial Aid at the school where you intend to enroll or contact the Bureau of Health Manpower Education, Division of Physician and Health Professions Education, Bethesda, Maryland 20014.

Practical Nursing Program – Practical Nursing School

Students interested in training as a practical nurse may apply to the National Licensed Practical Nurses Educational Foundation, Inc., for financial assistance. Applicants must have been accepted for admission to a State-approved school of practical nursing in the State where they live, and give evidence of physical, academic and character fitness.

Further information is available from the National Licensed Practical Nurses Educational Foundation, Inc., 250 West 57th Street, New York, New York 10019.

REGISTERED NURSE PROGRAMS – NURSING SCHOOLS

Nursing Student Loan Program

Nursing Student Loan Program: Loans of up to $2,500 per academic year are available to student for full-time or half-time study in schools of nursing. These are low interest loans repayable over a ten-year period; moreover, up to 85 percent of the loan may be cancelled or repaid by the Federal Government if the borrower is employed as a registered nurse under special conditions. Loan recipients are selected by the schools or colleges.

Nursing Scholarship Program: Individual scholarships, not to exceed $2,000 for any school year, are available to assist students of exceptional financial need who require such assistance to attend school. These scholarships are for full-time or half-time study in schools of nursing. Scholarship recipients

are selected by the nursing school.

Additional information about either of these programs, as well as lists of participating schools are available from the Division of Nursing, Bureau of Health Resources Development, Health Resources Administration, 9000 Rockville Pike, Bethesda, Maryland 20014.

The Army Student Nurse Program — Undergraduate

Men and women students in a nationally accredited four or five year college program may become eligible to receive tuition, a salary, and other benefits during their final 24 months in school. Students accepted in the program are enlisted in the U.S. Army Reserve and, upon graduation, are commissioned as first lieutenants. After graduation, they must remain on active duty for three years.

For detailed information, contact your local Army recruiter, or write Nursing Opportunities, U.S. Army Recruiting Command, Fort Sheridan, Illinois 60037.

Navy Nurse Corps Program — Undergraduate

This program provides assistance for junior or senior students enrolled in the National League of Nursing (NLN) accredited college degree programs in nursing. Applications may be submitted after eompletion of the first semester of the sophomore year. Candidates receive funds for tuition and fees, allowances for books and living quarters and a salary commensurate with the grade in which they serve. Upon graduation, students are commissioned as ensigns in the U.S. Naval Reserve and serve on active duty in the navy Nurse Corps for two years for one year of education assistance or for three years for more than one education assistance year.

For further information, contact a U.S. Navy Recruiting Station or write to Director, Navy Nurse Corps, Bureau of Medicine and Surgery, Navy Department, Washington, D.C. 20390.

The Walter Reed Army Institute of Nursing — Undergraduate

This offers qualified young men and women an opportunity to earn a bachelor of science degree in nursing with nearly all expenses paid by the Department of the Army. The successful applicant attends an approved and regionally accredited four-year college or university of his or her choice for two years and is then assigned to the Walter Reed Army Medical Center to complete the last two years of the program. While at Walter Reed, students enroll at the University of Maryland for the bachelor of science in nursing.

Further information may be obtained from local Army recruiters or by writing to the Office of the Surgeon General, HQ, DA, ATTN: DASG-PTP-N, Washington, D.C. 20314.

Public Health Nurse Traineeships — Registered Nurses

Traineeships covering tuition and fees, an allowance of $500 a year for each dependent and a stipend of $2,400 a year for prebaccalaureate trainees are available to qualified applicants.

Applicants must be U.S. citizens or permanent residents, must be registered nurses, and must intent to pursue a career in Public Health nursing. Applicants must be able to complete the requirements for a baccalaureate degree. If applicants already have a baccalaureate nursing degree, they must be able to complete the requirements for Public Health nursing within twelve months. Application is made to the participating school of nursing.

Nurse Traineeships — Graduate

Traineeships, including tuition fees, an allowance of $42 a month for each dependent and a stipend, depending on level of study and degree of professional experience, are available, primarily at the graduate level, to qualified professional nurses. Long-term and short-term traineeships are available. Traineeships are also available for summer study.

Applicants must be U.S. citizens or permanent residents and be professional nurses graduated from State-approved schools of nursing. For long-term assistance, applicants must be enrolled for full-time study. At the baccalaureate level, applicants must be able to complete their course of study within twelve months and be qualified to pursue graduate study. Application is made to the participating institution or health agency which selects eligible trainees.

For further information, contact individual institutions or agencies or Division of Nursing, Bureau of Health Resources Development Administration, Public Health Service, 9000 Rockville Pike, Bethesda, Maryland 20014.

General Public Health Traineeships — Graduate

Traineeships including tuition and fees, stipends of from $2,400 to $3,600 a year (depending on year of study and professional experience), and an allowance of $500 for each dependent are available for graduate or other specialized training in Public Health.

Applicants must be U.S. citizens or permanent residents, have at least a bachelor's degree, and be pursuing a career in Public Health Service. Interested persons apply to a participating institution offering a graduate or specialized Public Health training. Recipients are selected by the institutions.

Advanced Training for Allied Health Professions Personnel — Graduate

Tuition, fees and a stipend of from $2,400 to $3,600 a year and an allowance of $500 for each dependent are available to qualified health professions personnel.

Health professions personnel who are pursuing full-time study for advanced degrees to enable them to teach in their field at the junior college,

college, or university levels or to further specialize in their field are eligible to apply for traineeships. Applicants must be U.S. citizens or permanent residents. Application is made to participating institutions.

Special Traineeship in Public Health — Graduate

Traineeships including stipends of from $2,400 to $3,600 a year (depending on year of study and amount of professional experience), tuition and fees are available for postbaccalaureate training in specialized Public Health areas such as environmental health engineering, medical care administration, or other high priority areas.

Applicants must be U.S. citizens or permanent residents who have a bachelor's degree and are pursuing or intending to pursue a career in a specialized Public Health field. Application is made to an institution offering specialized training and participating in the program.

Public Health Residency Training Awards — Undergraduate and Graduate

Tuition and fees, an allowance of $500 for each dependent and a stipend of $2,400 a year for prebaccalaureate training and up to $7,000 for postdoctoral training are available to qualified applicants.

Applicants must be U.S. citizens or permanent residents who need graduate or specialized training in order to prepare for a career in Public health or to improve their competency in a Public Health field. Applicants must have a doctor's degree in certain areas, a master's in another, and a bachelor's in still others. Dental hygiene does not require a bachelor's degree.

For further information, contact individual institutions or Division of Associated Health Professions, Bureau of Health Resources Development Administration, Public Health Service, 9000 Rockville Pike, Bethesda, Maryland 20014.

Grants for Audiology & Speech Pathology Training — Graduate

Stipends from $3,320 to $6,000, depending on year of study, are available to enable graduates to pursue advanced degrees in audiology and speech pathology.

Applicants must be U.S. citizens, have a bachelor's degree and be enrolled in an accredited graduate program of audiology or speech pathology.

For further information, contact individual VA hospitals or Chief, Audiology and Speech Pathology, Veterans' Administration, Central Office, 810 Vermont Avenue, NW, Washington, D.C. 20420.

Physician Shortage Area Scholarship Program — Doctoral

Scholarship grants up to $5,000 per school year can be awarded to students who agree upon completion of professional training to practice

primary care for a period of twelve continuous months for each year for which a grant was awarded in some physician shortage area.

Students who have financial need and live in a physician shortage area and who are willing to return to that area to practice, are given first priority. You must be a U.S. citizen to receive a grant.

Application materials, including lists of physician shortage areas, areas identified as having a substantial portion of migratory agricultural workers, are available in kit form at schools of medicine and osteopathy and the Bureau of Health Resources Development, Health Resources Administration, 9000 Rockville Pike, Bethesda, Maryland 20014.

Grants for Training in Mental Health — Undergraduate & Graduate Nursing

Grants cover stipends for trainees and, in some instances, tuition and fees.

Medical students and undergraduates in psychiatric-mental health nursing are eligible. Short term and full-year grants are available but nurses in the full-year program must be enrolled full-time and plan to study psychiatric-mental health nursing at the master's or professional level.

Training Grants in Mental Health — Graduate

Stipends, tuition and fees, a travel allowance and a dependent's allowance are available to qualified graduate students in a discipline related to mental health.

Applicants must meet the specific requirements of a participating institution and must be pursuing graduate training in some field related to mental health, such as psychiatry, psychiatric nursing, social and biological sciences, and the like. Application is made to the individual institution.

Teaching Grants in Mental Health — Graduate

Stipends are paid to trainees preparing for teaching careers in psychiatry, psychology, social work, psychiatric nursing, and biological sciences and social sciences related to mental health. The amount of a trainee stipend is based upon previous training, individual qualifications, and salaries being paid at the training institute.

Requirements vary for each mental health discipline. Several require doctoral degrees. The grants for social work and psychiatric nursing require master's degrees.

For further information, contact individual institutions or Psychiatry Education Branch, Division of Manpower and Training Programs, National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852, or Psychiatric Nursing Education Branch, Division of Manpower and Training Programs, National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852.

Traineeships & Internships in Psychology – Graduate

Traineeships, including tuition and fees, of from $2,400 to $2,800 are available to qualified graduate students in psychology. Internships, including stipends, are also available in clinical psychology.

Graduate students enrolled in a doctoral program of clinical, child and developmental, experimental, physiological, or social psychology may apply through a participating institution for a traineeship renewable for up to four years. Students enrolled in a doctoral program of clinical psychology approved by the American Psychological Association may apply through a participating institution for an internship.

For additional information, contact an individual institution or Behavior Sciences Education Branch, Division of Manpower and Training Programs, National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852.

Grants for Clinical or Counseling Psychology Training – Graduate

Stipends of from $3,660 to $6,790 and assistantships of from $7,447 to $9,308 are available for graduate students in clinical and counseling psychology.

Students who are enrolled in accredited Ph.D. programs in psychology, who are U.S. citizens, between the ages of 18 and 62, and are recommended by a participating institution, are eligible.

For further information, contact an individual institution or Veterans' Administration Psychology Division (116c), Psychiatry, Neurology, and Psychology Service, Department of Medicine and Surgery, Veterans' Administration, Washington, D.C. 20042.

Preliminary Budget Preparation

A Student Preliminary Budgeting Form is printed on the following page for the student to estimate his budget plans. This form should be retained for future reference after you have completed it. This will save considerable time in the future when making scholarship applications. The left column contains many elements of cost as a reminder to prevent overlooking a significant expenditure. Should other costs exist, the blank lines should be used for additional items. It is important to include everything, so adequate consideration may be given to the exact amount of assistance required.

STUDENT PRELIMINARY BUDGET FORM

THIS BUDGET APPLIES TO:

DATE: FROM _____ (MONTH / YEAR) TO _____ (MONTH / YEAR)

EXPENSES		INCOME	
TUITION AND FEES PER:		PERSONAL FUNDS	_____
SEMESTER	$_____/ YEAR $_____	PRIVATE LOANS	_____
QUARTER	$_____/ YEAR $_____	SUMMER EARNINGS	_____
TRIMESTER	$_____/ YEAR $_____	PARENTAL SUPPORT	_____
BOOKS AND SUPPLIES	$_____	SPOUSE'S SUPPORT	_____
BOARD	$_____	SCHOLARSHIPS RECEIVED	
RENT	$_____	TRIBAL	_____
UTILITIES	$_____	UNIVERSITY	_____
TRANSPORTATION (TO AND FROM CLASSES ONLY):		TUITION WAIVER	_____
MILEAGE @ 10¢ PER MILE	$_____	PROFESSION	_____
PERSONAL EXPENSES		FELLOWSHIP	_____
CLOTHING, LAUNDRY	$_____	CHURCH	_____
SCHOOL PROFESSIONAL DUES	$_____	OTHER	_____
		VETERANS BENEFITS	_____
MEDICAL-DENTAL (IHS COVERAGE; CHECK LOCAL PHS OFFICE ON RESERVATION OR NEAREST AGENCY OFFICE)	$_____	WELFARE BENEFITS	_____
		SOCIAL SECURITY	_____
		ALIMONY	_____
CHILD CARE @ $50 PER MONTH	$_____	PART-TIME JOB	_____
		OTHER INCOME	_____
TOTAL	$_____	TOTAL	$_____

Now you have an estimate of how much it will cost to go to school. For a more complete guide to how to determine costs, send away for a free copy of "Meeting College Costs in 1975-76." Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

COLLEGES & UNIVERSITIES WITH INDIAN ASSISTANCE & SCHOLARSHIPS IN THE SOUTHWEST

Many of the colleges and universities throughout the country offer scholarships, grants, and financial assistance of various kinds to students. This is applicable to persons studying in health-related areas as it is for those in mineralogy or space technology. If the applicant has special qualifications, a unique background, or is an aspiring student in dire need, assistance of a particular nature may be available. For this reason, especially if the usual sources of funds (BIA, tribe, etc.) are unavailable, Indian students should explore all other types of assistance. This includes financial support from public and private sources such as the federal government, professional organizations, local societies, businesses, foundations, etc. Assistance available through the college also should be pursued. This information sometimes may be obtained by writing to the Dean of Admissions at the college or University listed below. Many institutions carry scholarship and assistance information in their catalogs, although the vast increase in the amount of student aid in recent years has tremendously expanded this literature. For this reason, all of it may not appear in the main catalog. In that case, the Director of Student Aid would probably be the appropriate person to supply the desired information.

A number of colleges and universities offer special scholarships and assistance. A few colleges in the Southwest have been listed here. For more information contact the schools listed below or the Health Careers Recruitment Project, All Indian Pueblo Council, 1015 Indian School Road, NW, Albuquerque, New Mexico 87107.

ARIZONA

Arizona State University: Tempe, 85281
Grand Canyon College: Phoenix, 85000
Navajo Community College: Many Farms, 86503
Northern Arizona University: Flagstaff, 86001
University of Arizona: Tucson, 85700

CALIFORNIA

Stanford University: Stanford, 94305
University of California: Los Angeles, 90024
University of California: Berkeley, 94720

COLORADO

Colorado State University: Fort Collins, 80521
Fort Lewis College: Durango, 81301
University of Colorado: Boulder, 80302
University of Denver: Denver, 80210

NEW MEXICO

University of Albuquerque: Albuquerque, 87100
University of New Mexico: Albuquerque, 87131
New Mexico State: Las Cruces, 88003

OKLAHOMA

Bacone College: Bacone, 74420
Central State College: Edmond, 73034
Oklahoma City University: Oklahoma City, 73100
Oklahoma State University: Stillwater, 74074
Northeastern State College: Tahlequah, 74464
University of Oklahoma: Norman, 73069

UTAH

Brigham Young University: Provo, 84601

KANSAS

Haskell Indian Junior College: Lawrence, Kansas

A FEW POINTERS TO REMEMBER WHEN SEEKING FINANCIAL ASSISTANCE

1. Start early, well before the school year begins, maybe even the preceding year (early in your high school senior year).
2. Write to many sources. It costs a stamp, a piece of paper, an enevelope and your time, but it will be worth it.
3. Address your communications to the "Director of Scholarships or Educational Programs" when you have no specific name or title to write to.
4. Include the fact that you are a Native American right at the start of the letter.
5. Show sincerity of purpose in seeking a higher education; take time when writing and think through what you want to achieve by going to school, and then put it on paper.
6. Remember, the application you submit will be all the reviewers will have to tell them about you, your financial need, and your goals and aspirations. Let yourself shine through.
7. If you have a chance, discuss your goals with your counselor or an older person who might have the same career goals as yourself, and is already working in the field of your choice.
8. Don't worry about money to go to school. Somewhere you can find it if you search hard enough. Choose your career first, get accepted to a school, and some sort of financial assistance will come your way.

WHERE TO APPLY

The list, to some extent, is endless. Nevertheless, the handbook describes below those various agencies that may be able to provide financial assistance or information about available financial assistance. All possibilities should be carefully considered. Yet, the list is not exhaustive and the student should be mindful of any new or additional resources which may develop from time to time.

Generally, one should seek guidance and counseling in this matter. One should also begin with those institutions perhaps closest to his life — his tribe,

his community organizations, his selected college, his local medical or health agency, his state, his church, etc. Special resources available to American Indian students can be obtained from the following sources:

Scholarships Program
All Indian Pueblo Council, Inc.
1015 Indian School Road NW
Albuquerque, New Mexico 87107

Indian Health Service
Attn: Bobby Brayboy
Care of Manpower
Development Office
DHEW
Rockville, Maryland

Med-Start
University of Arizona
Tucson, Arizona

American Indian Scholarships, Inc.
211 Sierra, SE
Albuquerque, New Mexico 87108

Bureau of Indian Affairs
Care of Agency Superintendent
(Student's Agency)

Association of American
Indian Physicians, Inc.
1300 McGee Drive
Norman, Oklahoma 73069

Minority Recruitment Program
College of Nursing
University of New Mexico
Albuquerque, New Mexico 87131

United Scholarship Service Inc.
941 E. 17th Ave.
Denver, Colorado

American Indian Nurses Assn.
231 South Peters
Norman, Oklahoma 73069

General sources available to all students include the following:

Marshall H. & Nellie Alworth
Memorial Fund
2225 Woodland Avenue
Duluth, Minnesota 55803

Joseph Collins Foundation
One Chase Manhattan Plaza
New York, New York 10005

Marcus & Theresa Levie
Educational Fund
One South Franklin Street
Chicago, Illinois 60606

National Medical Fellowship, Inc.
3935 Elm Street
Downers Grove, Illinoise 60515

Armed Forces Health Professions
Scholarship Plan
Department of Defense
Asst. Secretary of Defense for
Health Environment
The Pentagon
Washington, D.C. 20301

Family Practice Scholarship
Subcommittee
Ohio State Medical Association
17 South High Street
Columbus, Ohio 43215

Navy Scholarship Plan
Public Affairs Officer
Bureau of Medicine & Surgery
Department of the Navy
Washington, D.C. 20390
Attn: Code 3174

Mabel Wilson Richards
Scholarship Fund
1977 DeMille Drive
Los Angeles, California 90027

Southern Regional Education Board
130 Sixth Street, NW
Atlanta, Georgia 30313

John A. Brennecke Loan Fund
The Aurora Foundation
P.O. Box 671
Aurora, Illinois 60507

American Medical Association
Education & Research Found.
535 North Dearborn Street
Chicago, Illinois 60610

Fellows Memorial Fund
Dr. T. Felton Harrison, Consultant
Pensacola Junior College
1000 College Boulevard
Pensacola, Florida 32504

General Electric Company
1285 Boston Avenue-24EE
Bridgeport, Connecticut 06602

Mediclinics Educational Fund
Medical Student Loan Program
930 Northwestern Bank Bldg.
Minneapolis, Minnesota 55402

Mediclinics Educational Fund
Medical Student Loan Program
930 Northwestern Bank Bldg.
Minneapolis, Minnesota 55402

Minority Student Information Office
Care of Associate Dean
(The Medical School of Student's Choice)

The Office of Education
(The Student's Home State)

National Merit Scholarship Corp.
990 Grove Street
Evanston, Illinois 60201

Science Talent Search
1719 N Street, NW
Washington, D.C. 20006

National Honor Society
National Assn. of Secondary
School Principles
1201 Sixteenth Street, NW
Washington, D.C. 20006

"Higher Education Benefits"
State Department of Education
Your State of Residence
(Applicable in most states)

The Association of American
Medical Colleges
One Dupont Circle, NW
Washington, D.C. 20036

Sources of additional information about financial planning include the following:

You may obtain copies in your school library, your high school counselor's office, or in large libraries in Albuquerque or Santa Fe. If your library doesn't have a copy, ask the librarian to order a copy through an "interlibrary loan service."

Educational Scholarships, Loans, and Financial Aids.
Washington, D.C.
Department of the Army
Office of the Adjutant General,
Pamphlet No. 352-1, 1972.

Feingold, S.N.
Scholarships, Fellowships & Loans
Vol. V.
Arlington, Massachusetts:
Bellman Publishing Co., 1972.

Financial Information
National Directory/'72
Health Careers.
Chicago: American Medical Assn.
1972. ($2.95)

Fine, Benjamin and
Eisenberg, Signey A.
How To Get Money for College
(New York: Doubleday, 1964.)

The Health Professions Scholarship Program.
Bethesda, Maryland:
U.S. Dept. of health, Education & Welfare, Public Health Service, Publication No. 72-279, revised April 1972.

The Health Professions Student Loan Program.
Bethesda, Maryland:
U.S. Dept. of Health, Education, & Welfare, Public Health Service, Publication No. 72-276, revised April 1972.

How Medical Students Finance Their Education.
Washington, D.C.:
U.S. Dept. of Health, Education, & Welfare, Public Health Service, Publication No. 1336-1, 1970.

Keeslar, Oreon.
Financial Aids for Students Entering College.
Dubuque, Iowa:
William C. Brown Co. 1970.

Keeslar, Oreon.
A National Catalog of Scholarships and Other Financial Aids for Students Entering College
(Wm. C. Brown Co., 1969.)

Scholarships Offered by Labor Unions.
(1972-73 ed.) Moravia, New York: Chronicle Guidance Publications, 1972. ($2.00)

A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for United States Citizens. Washington, D.C.: National Academy of Sciences, National Research Council, 1970. (Write to Fellowship Office, National Research Council, 2101 Constitution Ave., NW Washington, D.C. 20418.)

A Chance to Go to College
New York: College Entrance Examination Board, 1971 248 pp.

A Letter to Parents: Financial Aid for College, 1970-71
Margolius, Signey, New York: College Entrance Examination Board, 1970, 10 pp.

Complete Planning for College.
Sulkin, Sidney, New York, Harper & Row, Publisher, 1968, 324 pp.

Financial Aid for Higher Education
U.S. Office of Education, Washington, D.C.:
Governmetn Printing Office, 1968, 110 pp.

Need A Lift?
Educational Opportunities.
American Legion Education and Scholarship Program.
Indianapolis, Indiana 46206, Price $.50

How to Earn Money in College.
Cambridge, Mass.: Harvard Student Agencies, Inc., 1968, 238 pp.

Admissions Requirements of American Dental Schools: 1975-76
Available from American Assn. of Dental Schools, 1625 Massachusetts Ave., NW, Washington, D.C. 20036 $4.00.

A Career in Veterinary Medicine.
Available from Bureau of Health Resources Development, Health Resources Administration, U.S. Department of Health, Education & Welfare, 9000 Rockville Pike, Bethesda, Md. 20014.

College Costs Today
Summary of costs of tuition, fees, board and room and most U.S. colleges and universities. New York Life Insurance Co., Free. Available from any New York Life agent or local sales office.

Health Careers Guidebook, 3rd Edition, 1972.
(you might check for an updated edition of this book) Published jointly by the U.S. Department of Labor and
U.S. Department of Health, Education & Welfre.
Available from the Superintendent of Documents, U.S. Gov. Ptg. Office, Washington, D.C. 20402.
Stock No. 2900-0158. $2.25

Health Professions Student Loan Program.
Available from the Bureau of Health Resources Development, Health Resources Administration, U.S. Department of Health, Educational & Welfare
9000 Rockville Pike,
Bethesda, Maryland 20014. Free

Nursing Student Loan Program
Available from the Bureau of Health Resources Development, Health Resources Administration, U.S. Department of health, Education & Welfare,
9000 Rockville Pike,
Bethesda, Maryland 20014. Free

Pharmacy School Admission Requirements
Available from the American Association of Colleges of Pharmacy
Office of Student Affairs
8121 Georgia Avenue
Silver Springs, Maryland 20910
$4.00

Where to Get Health Career Information
Available from National Health Council, Inc.
1740 Broadway,
New York, New York 10019.
Single copies free

Scholarships for American Indians
A listing of approximately 400 financial assistance opportunities for American Indians.
May be obtained through any Bureau of Indian Affairs Scholarship Office, or from the BIA Higher Education Program
P.O. Box 1788,
Albuquerque, New Mexico 87103
Free.

Federal & State Student Aid Programs
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402 40¢

Financial Aid for Student-Guides to Federally Supported Programs
Division of Student Financial Aid
Bureau of Higher Education
U.S. Office of Education
Washington, D.C. 20036 (Free)

Graduate & Professional School Opportunities for Minority Students, 1973-74.
If a library or organization convenient to you does not have a copy, please ask them to order it free of charge from
Special Services Section
Educational Testing Service
Princeton, New Jersey 08540

Guide to Financial Aids — for Students in Arts & Sciences, for Graduate & Professional Study
by Aysel Searles, Jr.
Arco Publishing Co.
219 Park Avenue South
New York, New York 10003
Paperback $3.95

A Guide to Student Assistance
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402. 60¢

Meeting College Costs
An introduction to the College Scholarship Service philosophy of financial aid.
Published annually by the College Entrance Examination Bd.
888 Seventh Ave.
New York, New York 10019
Mainly undergraduate (Free)

Aselected List of Major Fellowship Opportunities & Aids to Advanced Education for United States Citizens. Fellowships Office, National Research Council
2101 Constitution Ave., NW
Washington, D.C. 20418
(Undergraduate, Graduate, & Professional). (Free)

A Selected List of Major Independent Fellowship Opportunities For Black Students at the Graduate Level
Other minority groups than blacks are eligible for many of the programs described in this free booklet. It includes professional (medical, dental, legal, theological, etc.) as well as graduate programs.
Woodrow Wilson National Fellowship Foundation
Box 642
Princeton, New Jersey 08540

New Careers in the Indian Health Program
A listing of training and job opportunities offered through Indian Health Service. Available from U.S. Department of Health, Education & Welfare, Public Health Service, Health Services & Mental Health Administration.
(check for a more recent edition)
Free

Health Careers for American Indians and Alaska Natives
A listing of training and job opportunities as well as sources of scholarship and loan opportunities offered through various agencies (Tribal grant and loan programs). Available from U.S. Department of Health, Education & Welfare, Health Service and Mental Health Administration, Indian Health Service.
5600 Fishers Lane
Rickville, Maryland 20852

How to Pay for Your Health Career Education: A Guide for Minority Students
DHEW No. (HRA) 74-8
Contact:
U.S. Dept. of Health, Education & Welfare, Public Health Service

Financial Information National Directory (FIND Program)
Price: $2.95. Contact: FIND, 535 North Dearborn Street
Chicago, Ill. 60610.

The FIND Program will also conduct, free of charge, a computer search of all the sources of financial aid that apply directly to the applicant. To conduct this search you should provide the following information by phone or letter: Name, address, area of interest of study, ethnic background, and your level.

200 Ways to Put Your Talen to Work in the Health Field
National Health Council
1740 Broadway
New York, New York 10019

Where to Get Health Career Information. Free
National Health Council
1740 Broadway
New York, New York 10019

Health Careers Guidebook
(May possibly be found in
local libraries)
$2.25 Stock No. 2900-0158
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

A Summary of Training Programs
Department of
Health, Education & Welfare
DHEW Publication NIH 73-318
Bureau of Health
Manpower Education
9000 Rockville Pike
Bethesda, Maryland 20014

PART IV.

WHERE TO OBTAIN ADDITIONAL ASSISTANCE

The contents of this handbook are in many ways only the beginning. Much additional assistance will from time to time be required by every student. The level of each new challenge, the circumstances of each student's preparation, and the aspiration fundamental to his career plan will constantly require new forms of assistance. As he progresses, each student will become better informed about additional sources and assistance. Consequently, this handbook will limit its recommendations for additional assistance. From these sources it is anticipated the student will proceed well along the trail to his health professions career.

SECTION A. COUNSELING AND ADVICE

Throughout the time of his health career education each student will require and profit from additional counsel and advice. Every student should be prepared to constantly seek this advice. He should likewise be prepared to use this counsel and consider this advice very carefully. Whether as a graduate, American Indian M.D. contemplating a specialty practice in pediatrics, or whether as a college student considering humanities requirements necessary to a pre-veterinarian medicine curriculum, every decision will have serious and frequently lifelong consequences. It is important the fullest consideration, counsel and advice be given every major decision with the fullest possible help of one's friends, family and acquaintances.

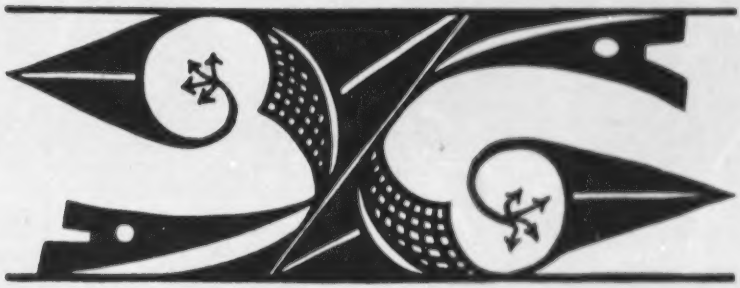
One important source of assistance available to the Indian student is the practicing Indian health professional. As one who has gone before others he is incomparably prepared to offer advice. If a student knows such an individual, he should seek additional assistance from him. If a student does not know any such persons, he should feel free to write the Indian professional associations, such as the Association of American Indian Physicians. The members and staff of these organizations will be more than happy to assist. Other American Indian students, especially those studying for a health career, are very important sources of assistance. Frequently, valuable insight can be provided by those who are two, three or even four years ahead of us. Thus, for example, American Indian medical students have pertinent and invaluable advice for Indian college students considering medicine as a career. In nearly every instance, these students have had to consider each issue or problem faced by other students. One should ask them what they did — how they resolved this particular matter. These students will be anxious to help.

Every student should also feel free to solicit the additional counseling resources of the various professional organizations and schools. These institutions are prepared to give guidance and advice; every student should be prepared to seek this counsel, especially when he is uncertain about his choice, his place or other facts pertinent to his future.

All students should particularly understand that these professionals, students, organizations and schools do not usually know about the student or his particular needs unless someone brings them to his attention. Throughout the preparation for one's career, every student must realize that it is up to himself to seek this assistance. And when he receives advice, if it seems unclear, unwise or inaccurate the student should seek additional counsel from yet another source, not only to determine the veracity of the first-given advice but to assure the most careful career development.

There are, of course, many sources of wise counsel. The sources may seem limited or generous depending often upon the circumstances of the student himself. For some, such counsel can be obtained from tribal leaders, parents, public officials, and friends. For others, it may be necessary to seek out professionals who reside within the community; while they may not be trained in a health career they may know something about the student's decision or know others who may be able to provide help. The local minister, school superintendent or businessman may be such a person. Then, too, one may want to obtain additional information from other Indian leaders and professionals. In many ways, these individuals have perhaps had to consider similar or identical problems. Many times they will know another person better qualified to provide assistance.

The Health Careers Recruitment Project of the All Indian Pueblo Council can also provide counseling services to you. Take time to call us or stop by our office at 1015 Indian School Road, NW, Albuquerque, New Mexico. Phone (505) 247-4990.



A Unique Source of Counseling & Assistance . . .

HEALTH CAREERS RECRUITMENT PROJECT

ALL INDIAN PUEBLO COUNCIL

The Health Careers Recruitment Project of the All Indian Pueblo Council was organized to overcome barriers restricting the entrance of Pueblo Indians into health occupations and professions. Young Indian people often live in remote and isolated rural communities where they have difficulty in identifying resources for training and education. They may have extremely limited financial resources on which to rely for financial support for college and technical training. Once enrolled in school or a training program Indian students may need assistance in adapting to a predominently Anglo culture and institution or they may be discouraged by discrimination or unfamiliar academic demands placed on them. The AIPC Health Careers recruitment Project assists Indian students in overcoming these barriers.

In attempting to overcome these obstacles, the Health Careers Recruitment Project staff counsel students living in 19 Pueblos located across 13,200 square miles of northern New Mexico. Four different languages and several dialects are spoken by the Pueblo people. Few Pueblos are located adjacent to one another and many are located miles from the nearest high school or town. Recruitment activities include on-site contacts with you - the student and staff in your high schools, with similar interests in minority career opportunities. The Project also assists in the planning, coordination and direction of the All Indian Pueblo Council Scholarship Program which offers approximately 450 scholarships to Indian students.

The Health Careers Recruitment Project also participates in high school "career days" throughout the area, and in statewide Indian youth conferences. Through the Project's efforts, many Indian high school students have become members of the New Mexico Health Occupations State Student Organization (HOSSO). The staff consisting of a counselor, an assistant counselor, and a secretary focuses on identifying and counseling individual students interested in health careers or further health occupation training.

The Health Careers Recruitment Project began in February, 1975 as an area Health Careers Recruitment Program under a subcontract from the Association of American Indian Physicians (AAIP), of Norman, Oklahoma (the prime contractor) from the Office of Health Resources Opportunity, Health Resources Administration, DHEW. The original Project ran for a term of 17 months and in July, 1976 it was extended for two more years.

What Are The AIPC Health Careers Recruitment Project Objectives?

- To identify the Indian student's perspective on counseling, career and recruitment programs.
- To identify the Indian student's perspective on the University structure or the training setting.
- To identify the Indian student's perspective in his or her future career role.
- To identify the Indian student's family's understanding of his or her educational progress and career goals.
- To establish a relationship between selected counselors, teachers, Indian students and project staff.
- To provide counselors and teachers with a broader understanding of the Indian students' special background and needs.
- To facilitate the Indian students progress toward reaching his or her career goal.
- To conduct a series of seminars to develop materials helpful to counselors, teachers, and students.

SECTION B. ADDITIONAL SOURCES OF INFORMATION

At many times personal counsel and advice may neither be appropriate, available, accurate or desirable. In such instances, a student may desire to write or call agencies and organizations experienced in the field of his inquiry. Such agencies frequently receive requests for such information and are prepared to assist each student with his various needs. The student may wish to write for further information from the following organizations:

American Council on Education
One Dupont Circle, NW
Washington, D.C. 20036

American Society of Internal Medicine$
525 The Hearst Building
3rd at Market Street
San Francisco, California 94103

American Society of Anesthesiologists
525 Busse Highway
Park Ridge, Illinois 60068

The College Admissions Center
801 Davis Street
Evanston, Illinois 60201

National Merit Scholarship Corporation
990 Grove Street
Evanston, Illinois 60201

Science Talent Search
Science Club of America
1719 N. Street, NW
Washington, D.C. 20036

The American Medical Association
535 North Dearborn
Chicago, Illinois 60610

Department of Family, Community and Emergency Medicine
University of New Mexico
School of Medicine
Albuquerque, New Mexico 87131

National Achievement Scholarship Program for Outstanding Negro Students
990 Grove Street
Evanston, Illinois 60201

National Honor Society Scholarship Program
National Association of Secondary School Principles
1201 Sixteenth Street, NW
Washington, D.C. 20036

American Association of Ophthalmology
1100-17th Street, NW
Washington, D.C. 20036

American Academy of Orthopedic Surgeons
430 N. Michigan Ave.
Chicago, Illinois 60611

College of American Pathologists
230 N. Michigan Ave.
Chicago, Illinois 60601

American Academy of Pediatrics
1801 Hinman Avenue
Evanston, Illinois 60204

Michael D. Inlow
MEDHIC Program
3010 Monte Vista NE, Suite 208
Albuquerque, New Mexico 87106

James L. LaCombe,
Executive Director
New Mexico Hospital Assn.
3010 Monte Vista Blvd., NE
Albuquerque, New Mexico 87106

The Association of American Medical Colleges
One Dupont Circle, NW
Washington, D.C. 20036

American Medical Assn.
Education and Research Foundation
535 North Dearborn Street
Chicago, Illinois 60610

American Medical Women's Association, Inc.
(Women students only)
1740 Broadway
New York, New York 10019

American Academy of Family Physicians
Volker Boulevard at Brookside
Kansas City, Missouri 64112

Overseas Mission Society (Episcopal)
Mount St. Alban
Washington, D.C. 20016

World Presbyterian Missions
901 N. Broom Street
Wilmington, Delaware 19806

American College of Obstetricians & Gynecologists
79 West Monroe Street
Chicago, Illinois 60603

American College of Radiology
20 North Wacker Drive
Chicago, Illinois 60606

American Hospital Assn.
840 North Lake Shore Drive
Chicago, Illinois 60611

Presbyterian Hospital Center/
Albuquerque T-VI LPN School
525 Buena Vista SE
Albuquerque, New Mexico 87106

American College of Surgeons
55 East Erie Street
Chicago, Illinois 60611

Medical Assistance Programs, Inc. of the Christian Medical Society
P.O. Box 50
Wheaton, Illinois 60187

Catholic Medical Mission Board
10 West 17th Street
New York, New York 10011

Methodist Committee for Overseas Relief
475 Riverside Drive
New York, New York 10027

Board of World Missions
Lutheran Church in America
231 Madison Avenue
New York, New York 10016

Medical Operations; Project HOPE
People-to-People Foundation
2233 Wisconsin Ave., NW
Washington, D.C. 20007

Medico (A Service of CARE)
2007 Eye Street, NW
Washington, D.C. 20006

Thomas A. Dooley Foundation
442 Post Street
San Francisco, California 94100

Laymen's Overseas Service
321 Mississippi Street
Jackson, Mississippi 39201

Peace Corps
Washington, D.C. 20525

The American Physical Therapy Association
1740 Broadway
New York, New York 10019

Department of Allied Medcical Professions & Services
American Medical Association
535 North Dearborn
Chicago, Illinois 60610

The American Occupational Therapy Association
251 Park Avenue South
New York, New York 10010

Consulting Service on Recreation for the Ill and Handicapped
National Recreation & Park Assn.
1700 Pennsylvania Ave., NW
Washington, D.C. 20006

American Scholarship Assn.
225 Park Avenue South
New York, New York 10003

The American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

National Assn. of Social Workers
2 Park Avenue
New York, New York 10016

The Registry of Medical Technologists
710 South Wolcott Avenue
Chicago, Illinois 60612

American Society of Medical Technologists
Suite 1600, Hermann Professional Building
Houston, Texas 77025

American Society of Radiologic Technologists
645 N. Michigan
Chicago, Illinois 60611

ANA-NLN Nursing Careers Program
American Nurses Association
10 Columbus Circle
New York, New York 10019

Committee on Nursing
American Medical Association
535 North Dearborn
Chicago, Illinois 60610

National Assn. for Practical Nurse Education & Service
535 Fifth Avenue
New York, New York 10017

National Federation of Licensed Practical Nurses, Inc.
250 West 57th Street
New York, New York 10019

American Association of Nurse Anesthetists
Suite 3010, Prudential Plaza
Chicago, Illinois 60601

Department of Medicine & Surgery
Veterans Administration
Washington, D.C. 20420

American College of Hospital Administrators
840 North Lake Shore Drive
Chicago, Illinois 60611

American College of Hospital Administrators
840 North Lake Shore Drive
Chicago, Illinois 60611

Association of University Programs in Hospital Administration
1642 East 56th Street
Chicago, Illinois 60637

The American Society of Hospital Pharmacists
4360 Montgomery Avenue
Washington, D.C. 20014

American Association for Inhalation Therapy
Suite 316, 4075 Main Street
Riverside, California 92501

American Medical Record Assn.
211 East Chicago Avenue
Chicago, Illinois 60611

The American Dietetic Assn.
620 North Michigan Avenue
Chicago, Illinois 60611

American Home Economics Assn.
1600 Twentieth Street, NW
Washington, D.C. 20009

American Chemical Society
1155 Sixteenth Street, NW
Washington, D.C. 20006

American Institute of Biological Sciences
900 Wisconsin Avenue, NW
Washington, D.C. 20418

American Dental Assn.
211 East Chicago Avenue
Chicago, Illinois 60611

American Assn. of Dental Schools
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Assts Assn.
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Hygienists Association
211 East Chicago Avenue
Chicago, Illinois 60611

National Assn. of Sanitarians
University of Denver
Denver, Colorado 80216

American Industrial Hygiene Assn.
14125 Prevost Street
Detroit, Michigan

Water Pollution Control Federation
3900 Wisconsin Avenue
Washington, D.C. 20016

American Society of Safety Engineers
5 North Wabash Avenue
Chicago, Illinois 60602

Medical and Health
Department of Defense
Washington, D.C. 20025

American Physiological Society
9650 Rockville Pike
Bethesda, Maryland 20014

American Psychological Assn.
1200 Seventh Street, NW
Washington, D.C. 20036

American Assn. for health, Physical Educational & Recreation
1201 Sixteenth Street, NW
Washington, D.C. 20036

National Tuberculosis Assn.
1740 Broadway
New York, New York 10019

Society of Public Health Educators, Inc.
419 Park Avenue South
New York, New York 10016

American Cancer Society
219 East 42nd Street
New York, New York 10017

American Heart Association
44 East 23rd Street
New York, New York 10010

American Society of Biological Chemists
9650 Wisconsin Avenue
Washington, D.C. 20014

National Health Council
1740 Broadway
New York, New York 10019

Assn. of Medical Illustrators
738 Keystone Avenue
River Forest, Illinois 60305

Medical Library Association
Palmolive Building$
919 North Michigan Avenue
Chicago, Illinois 60611

American Psychiatric Assn.
1700 Eighteenth Street, NW
Washington, D.C. 20009

The National Association for Mental Health
10 Columbus Circle
New York, New York 10019

The American Orthoptic Council
3400 Massachusetts Avenue, NW
Washington, D.C. 20007

American Orthotics & Prosthetics Association
919 Eighteenth Street, NW
Washington, D.C. 20006

American Pharmaceutical Assn.
2215 Constitution Ave., NW
Washington, D.C. 20037

American Public Health Assn.
1740 Broadway
New York, New York 10019

U.S. Public Health Service
Public Inquiries Branch
Office of Information
Washington, D.C. 20025

Department of Health
Education & Welfare
Vocational Rehabilitation
Administration
Washington, D.C. 20201

National Society for Crippled
Children & Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

United Cerebral Palsy Assn.
321 West 44th Street
New York, New York 10036

American Veterinary Medical Assn.
600 South Michigan Avenue
Chicago, Illinois 60605

SECTION C. RECOMMENDED READING LIST

To obtain additional information on ideas or inspiration about various health careers, the following reading list is recommended for American Indian students:

Becoming A Physician:

Atchley, Dana. *Physician: Healer and Scientist* (Macmillan, 1961).

Bleich, Alan R. *Your Career In Medicine* (Messner, 1964).

Burke, Betsy. *The Life You Save* (McKay, 1962).

Engeman, Jack. *Doctor—His Training and Education* (Lothrop, Lee and Shepard, 1964).

Fabricant, Noah D. *Why We Became Doctors* (Grune & Stratton, 1954).

Gregg, Alan. *For Future Doctors* (University of Chicago Press, 1957).

Medical School Admission Requirements (Association of American Medical Colleges, published annually).

Nourse, Alan E. *So You Want to Be a Doctor* (Harper & Brothers, 1957).

Starrett, Robert S. *Find A Career in Medicine* (Putnam, 1960).

SECTION D. GLOSSARY

A.A. or A.S.
An Associate of Arts or Associate of Science Degree, granted from a two-year community college upon completion of general education requirements and an academic or vocational concentration.

Accredited
Indication that an institution's programs or services meet required standards.

ACT
American College Test; an aptitude test required by certain colleges and universities before admission.

ADA
American Dental Association.

AMA
American Medical Association.

B.A. or B.S.
A Bachelor of Arts or Bachelor of Science Degree, granted from a four-year community college upon completion of general education requirements and an academic or vocational concentration; also known as a baccalaureate degree.

Certification
Recognition granted to an individual who has met certain qualifications determined by a non-governmental agency.

Clinical Experience
Time spent by a student in an actual work setting which is usually part of the instructional program; sometimes referred to as field work.

Curriculum
The group of designated courses which comprise the instructional program.

Didactic
Describes instruction which takes place in the formal classroom; didactic as opposed to practical experience.

General education requirements
The basic course of study most colleges and universities require of all students; usually requires one to two years for completion.

GPA
Grade point average.

GRE
Graduate Record Examination; an aptitude test required by certain graduate schools before admission.

High School equivalency
Generally earned by completing the General Educational Development test (GED) with satisfactory scores; high school counselors can be contacted for test registration forms.

Internship
A period of supervised experience following related classroom instruction.

Licensure
Permission to practice granted to qualified individuals by a governmental agency.

M.A. or M.S.
A Master of Arts or Master of Science Degree, granted for graduate work in a specialized area.

Major
The subject area in which a student specializes by completing a certain number of related courses.

Minor
The subject area in which a student completes a number of related courses.

On-the-job training (ojt)
Instruction received through actual experience with personnel who are performing the work, rather than through classroom experience.

Preceptorship
An arrangement which allows the student to work as an assistant or apprentice for an individual practitioner.

Prerequisite
A requirement which must be completed before entry into an instructional program.

Quarter
A length of time of academic instruction, usually lasting 10-12 weeks.

Registration
The listing of qualified individuals on the official roster of a governmental or non-governmental agency.

SAT
Scholastic Aptitude Test; an aptitude test required by certain colleges and universities before admission.

SCAT
School and College Ability Test; an achievement test sometimes required for admission to community colleges or instructional programs.

Semester
A length of time of academic instruction, usually lasting 15-18 weeks.

Specialization
Concentration on a specific area of study which follows the period of basic education; or concentration on a specific area within a general profession.

Stipend
Money paid to the student during training.

Unit
Credit earned for an academic course based on the number of hours in class; quarter units can be converted to semester units by multiplying the number of quarter units by ⅔; semester units can be converted to quarter units by multiplying the number of semester units by 1½.

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